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ABSTRACT

The games and worksheets presented in this document were compiled to assist vocational teachers who need student materials and activities which are designed for independent use or adaptable for individual needs. The forty-nine games (and worksheets that are presented as games) have been grouped into four different categories. The first category contains fourteen individual games from all subject areas. The second category contains sixteen individual games related specifically to mathematics. The individual games in categories 1 and 2 are designed as independent student activities. The format for each individual game includes a description of the game, objectives, variations to adapt the game to different levels and to different skill areas, a sample of each game, and an answer sheet. The third category contains ten group games from all subject areas. These games (intended to encourage socialization) are designed for use with teacher supervision. For each group game there is a description, objectives, list of materials needed, and variations. The last category contains nine unusual activities that teachers may want to assign as extra work for students who have mastered a skill or as an independent home assignment. These activities are described for the teacher and detailed instructions are furnished for the student. (BM)

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ED149148

State of New Jersey
Department of Education
Division of Vocational Education

GAMES for LEARNING

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FOREWORD

Learning cannot always be "teacher talks – student listens – student learns". Many times there is a need for materials that a student can work on independently and learn from by following directions and practicing skills. This was the reason that this book was written.

As an Employment Orientation teacher in a vocational school, I teach children who are classified as Special Needs. This means that several children in a classroom could have several different types of learning problems. I needed to have at my disposal, material that I could either gear down to a slower student's level or make harder for the student of more advanced academic ability.

Games – and worksheets that are presented as games – have always seemed to be the best way of encouraging a child to work independently. The games can be reproduced in quantity just as presented here, or may be varied to suit the needs of a particular group and then reproduced.

The games in this book have been grouped into four major sections, as follows:

Part 1 – Individual Games (All Subject Areas)

These are games that each child should be able to work on independently. Listed for each are a description of the game, objectives, and variations to adapt the game to different levels and to different skill areas. A sample of each game is also included, with an answer sheet.

Part 2 – Individual Games (Mathematics)

Since math is the basic core academic area that many vocational areas are based on, these games were put into a separate area. The format is the same as in part 1.

Part 3 – Group Games (All Subject Areas)

Many games are better for socialization and learning when played in a group. These games are good teaching devices when used under teacher supervision. For each game there is a description, objectives, materials needed, and variations.

Part 4 – Student Activities (All Subject Areas)

Here are listed some unusual activities that teachers may want to assign as extra work for students who have mastered a skill, or as an independent home assignment. These activities are described for the teacher and detailed instructions are furnished for the student.

In preparing the material for this book, I found a number of ideas in "The Metric Book of Amusing Things To Do," by Elizabeth Hallamore. It is obtainable from Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New Jersey 11797. Another good source of materials was the Educational Improvement Center (EIC), South Jersey Region, Woodbury-Glassboro Road, Pitman, New Jersey 08071.

The Author

TABLE OF CONTENTS

Page
Foreword i

Part 1 — Individual Games — Subject Areas

Add-a-Word 2
Filing Fun 4
Find the Word 6
Following Directions 8
Match Me 10
Mixed Match 13
Opposites 15
Rhymes 17
Scrambled Sentences 19
Scrambled Words 21
Sentence Detective 23
Sound Search 25
Spelling Search 27
What Am I? 29

Part 2 — Individual Games — Mathematics

Pattern Practice 32
Post Office 34
Flower Mathematics 36
Sixteen Squares 38
What Time Is It? 40
Follow the Signs 42
Read Me Write Me 44
The Rectangle Puzzle 46
Which Measurement? 48
Buried Treasure 50
The Price Is Right 53
Solve and Draw 55
Math Match 57
Fraction Find 59
Follow the Dots 61
Conversions 63

Part 3 — Group Games

Check Me 66
Clock It 68
Concentration 69
Dictionary Doings 70
Grab Box 71
Ruler Race 72
Syl-la-ble Rum-my 73
Telephone Guide Game 74
What Am I Thinking? 75
Times Tables Relay 76

Part 4 — Student Activities — Subject Areas

Coat of Arms 79
Collage 81
Magic Paper Strips 83
Make a Mobile 85
Parachute 87
Planting Time 89
Clay (and Play Dough) 91
Jello 93
Lemonade 95
Answer Sheets 97

PART 1 – INDIVIDUAL GAMES – Subject Areas

Add-a-Word 2
Filing Fun 4
Find the Word 6
Following Directions 8
Match Me 10
Mixed Match 13
Opposites 15
Rhymes 17
Scrambled Sentences 19
Scrambled Words 21
Sentence Detective 23
Sound Search 25
Spelling Search 27
What Am I? 29

PART 1

ADD–A–WORD

A. Description:

The student must add a word that belongs to a group of words already given. The word must fit the group.

B. Student Objectives:

Decide what a group of words have in common.

Supply a new word in same category.

Practice with vocabulary words of any topic or vocational unit the class may be working on.

C. Variations:

Words may be more or less difficult in different games.

Different vocabulary words are used in different units.

Words may be grouped in more difficult categories, with their common characteristics less easily identified.

Name ____________________

ADD–A–WORD

Directions:

Add a word to each group of words. The word must fit into the group, because they are all alike in some way.

Sample: lake pool pond river ________

Answers may be: stream, puddle, ocean or any other body of water.

1.	salt	pepper	nutmeg	sugar	________
2.	orange	apple	pear	peach	________
3.	liver	lamb	beef	veal	________
4.	scoop	fork	tongs	ladle	________
5.	peeler	measuring spoon	grater	strainer	________
6.	corn	peas	carrots	potatoes	________
7.	cake	pie	ice cream	chocolate	________
8.	milk	juice	milkshake	lemonade	________
9.	table	taffy	tomato	tea	________
10.	head lettuce	endive	escarole	romaine	________

PART 1

FILING FUN

A. Description:

Students will be working on exercises in alphabetizing. Several different lists of words are given. In one list, only the initial letters need be considered. In the next, the first two letters, and next, the first three letters. In yet another, the first four letters could be considered!

This can be used in the basic business unit for filing, and for alphabetizing lists of words in typing practice.

B. Student Objectives:

Recall the position of letters within the alphabet.

Practice putting words into alphabetical order.

C. Variations:

If this is too difficult an exercise at first, make up worksheets with lists in which only the first letter needs to be considered. Make additional sheets with the lists becoming increasingly harder.

Name_________________________

FILING FUN

Directions:

Put each list of words into alphabetical order. In some rows you need to look at only the first letter, but in other rows you must look at more than one letter. Good luck!

tub
any
sail
man
boy
win
gate
fence
rain

atlas
admit
about
angry
acorn
arch
amber
awake
ask

belong
beside
beach
begin
become
bent
berg
better
beg

treat
train
trip
try
treasure
trap
troop
trundle
truck

consult
congress
content
condense
console

game
church
frozen
stove
gift
fresh
child
rest
stock

PART 1

FIND THE WORD

A. Description:

The student is given a worksheet with a maze of letters on it arranged in rows. There should be at least eight rows across and eight rows down. There should be the same number of rows horizontally and vertically. Within the maze there are vocabulary words that the student must find and circle. The words may be written vertically or horizontally. A list of the vocabulary words to be found in the puzzle should be provided.

B. Student Objectives:

Practice finding vocabulary words.

Improve figure-ground differentiation. (Good practice for perceptually impaired students with this type of problem.)

C. Variations:

Words can be of different categories.

More difficult words can be given to more advanced students.

Student can be given a list of short definitions and be required to find the answer word in the maze.

Name ______________________

FIND THE WORD

Directions:

From the list of words at the bottom, see how many words can be found in the puzzle. They may go across or down. Circle the words when you find them.

R	C	E	S	E	A	M	N
T	H	R	E	A	D	A	E
R	A	E	W	K	S	R	E
A	I	P	I	N	K	K	D
C	N	K	N	O	T	S	L
E	S	K	G	U	I	D	E
N	A	P	H	O	O	P	S
B	U	T	T	O	N	A	T

Word List:

- chain
- mark
- needles
- guide
- thread
- pin
- seam
- sewing
- knot
- trace
- button
- hoops
- nap

PART 1

FOLLOWING DIRECTIONS

A. Description:

Students are asked to read carefully and follow the directions that are given on a worksheet.

B. Student Objectives:

Follow directions without the help of the teacher. This skill correlates directly with following the directions in a recipe or the instructions for using a packaged product.

C. Variations:

The directions can vary within the game itself, or each game could have totally new directions.

Pictures can be used. The student is given a picture and must do to the picture what the directions instruct. A picture could be drawn by the teacher, or magazine pictures could be used.

Name ______________________

FOLLOWING DIRECTIONS

Directions: Read and follow the directions each time.

On the back of this paper write in a column the names of five desserts.

Cross out the name of the fourth dessert.

Rewrite the remaining names in alphabetical order.

Count the number of e's in the list you have and write down the number.

If there is an e in the last word, cross out the word and substitute any other word that begins with the same letter.

If there is no e in the last word, go back until you come to a word with an e in it. Cross out the word and substitute any other word that begins with the same letter.

Draw a circle around the third word in this sentence.

Cross out the longest word in this line.

Draw a line through the letter below that comes earliest in the alphabet.

z v s b d g m k

In the second square below write the fifth letter of the word "three".

☐ ☐ ☐ ☐ ☐

Draw a line under the first letter after h, and draw a line through the second letter after c.

a b c d e f g h i j

PART 1

MATCH ME

A. Description

Students must match the picture with its correct name. They may write the word near the picture. This game may be on two separate sheets, as it is here, or smaller pictures may be used with the words below or in a column at one side of the same page. In the exercise the student may just draw lines from the picture to the correct word.

B. Student Objectives:

Recognize vocabulary words for familiar objects.

Recognize the object itself and know the correct name for it.

Associate the correct word response with the picture.

C. Variations:

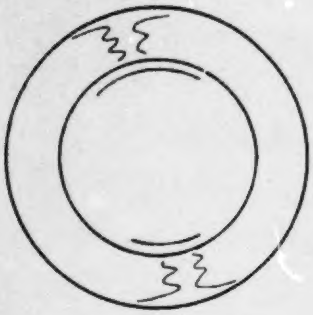
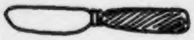
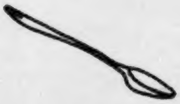
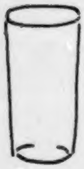
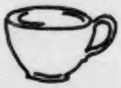
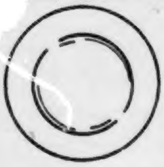
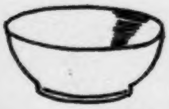
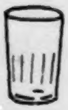
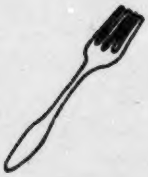
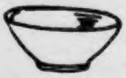
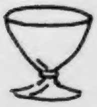
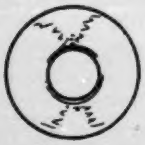
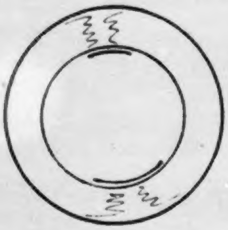
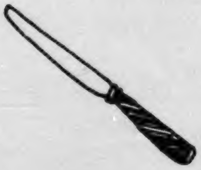
As stated above, smaller pictures could be used and placed on the same page. This would be for students who have mastered the matching technique.

Vocabulary words and pictures of objects will change with each unit of study. Actual machine parts may need to be labeled in some units, e.g., sewing machine parts for the sewing unit.

The teacher may add several extra words to the word list that the student must choose from to make the game harder. The teacher may even add incorrect spellings of the same word so that the student must recognize the correctly spelled word and then match it with the correct picture.

Name______________________

MATCH ME!

Name____________________

MATCH ME!

Luncheon Plate

Sherbet Dish

Knife

Saucer

Bread-and-
Butter Plate

Fork

Butter Spreader

Water Glass

Cup

Cereal or Soup Bowl

Juice Glass

Vegetable or
Dessert Dish

Teaspoon

Dinner Plate

MIXED MATCH

A. Description:

The student is presented with pictures of objects from a particular subject area. Near each picture there is a word that should name the object, but actually names a different one. The student should cross out the word under the picture and replace it with the correct label for the picture shown.

B. Student Objectives:

Recognize the objects in the area being studied.

Recognize the words for the objects.

Associate the picture with the correct label. This is a visual memory task that is somewhat confused by adding the additional skill of having to choose the label that correctly matches the picture.

C. Variations:

Vocabulary words and pictures will change with each new topic studied.

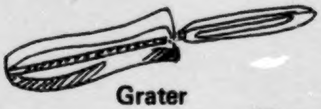
On the sample sheet all of the answer words to choose from are on the page (although they are matched with the wrong pictures). One variation may be to label the pictures with any new vocabulary word. This will make it even harder for the student to match the word and picture correctly, because the words must be remembered rather than just found somewhere on the same page.

Some of the labels could be correct and others incorrect, thereby requiring more concentration on the part of the student.

Name ______________________

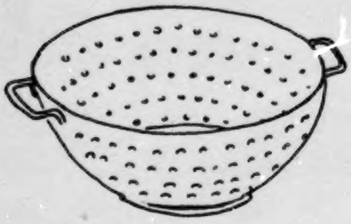
MIXED MATCH

Colander

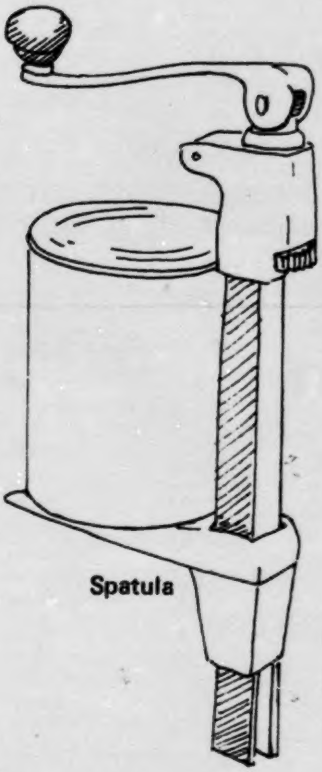


Grater

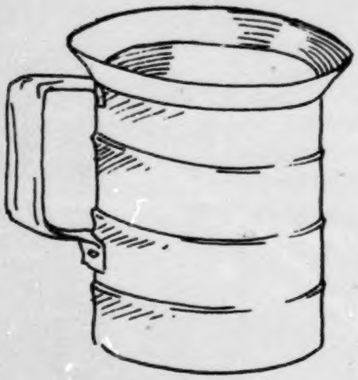
Turner



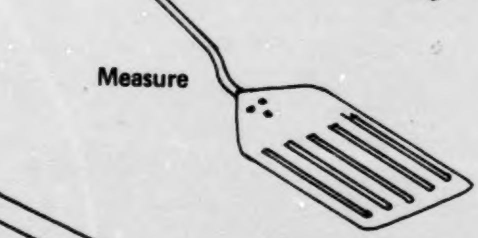
Cutting Board



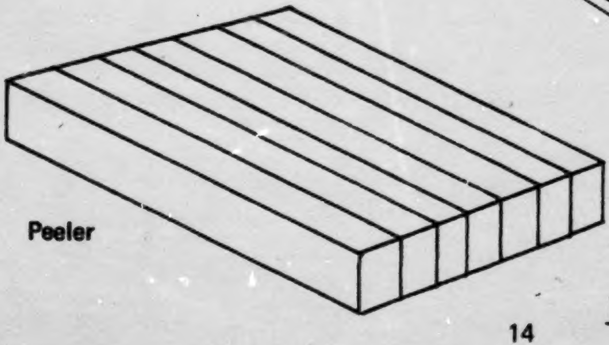
Spatula



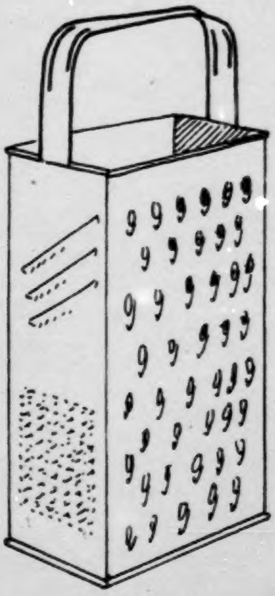
Can Opener



Measure



Peeler



Chef's Knife

PART 1

OPPOSITES

A. Description:

The student is given a category (e.g., Beauty Culture) from which to choose all answers. Instructions are given to find a word that is the opposite of the given word and also fits into the category. A word list should be given from which the student can choose the best answer. Extra words are added to be sure that the student is not just guessing.

B. Student Objectives:

Recognize vocabulary words in the area specified.

Know what is meant by the opposite of a word.

Read the directions carefully to be able to do what is necessary to find the correct answer.

C. Variations:

Given the same category, instructions could be changed to find words that rhyme with or have the same meanings as the words given.

Try the same exercise without giving the student a word list to choose from. There may be more than one acceptable answer.

Name ____________________

OPPOSITES

Directions:

Help me find words that are the opposite of the clue word that I give you. All of these words have something to do with hairdressing. Choose your answers from the word list at the bottom of the page. There are extra words added – so be careful!

1. I am thinking of a word that is the opposite of DRY. ________________
2. I am thinking of a word that is the opposite of HOT. ________________
3. I am thinking of a word that is the opposite of STRAIGHT. ________________
4. I am thinking of a word that is the opposite of SMOOTH. ________________
5. I am thinking of a word that is the opposite of CURLY. ________________
6. I am thinking of a word that is the opposite of STRAIGHTENER. ________________
7. I am thinking of a word that is the opposite of BLEACH. ________________
8. I am thinking of a word that is the opposite of DARKEN. ________________
9. I am thinking of a word that is the opposite of BLONDE. ________________
10. I am thinking of a word that is the opposite of FAIR. ________________

Word List

dark
scissor
curly
straightener
straight
cold
dye
tangled
permanent wave
brunet
tweezer
wash
wet
comb
lighten
roller

PART 1

RHYMES

A. Description:

The student must find the word that matches the definition and also rhymes with a particular word. Students must have a basic understanding of what a rhyme is.

B. Student Objectives:

Know the vocabulary words of the unit.

Strengthen the ability to match the correct vocabulary word with the definition.

Follow directions.

C. Variations:

Different words will be used in different areas of study.

Name ____________________

RHYMES

Directions:

Read the verse below. You must find a word that matches the definition and also rhymes with the last word in the first line – the one that is underlined.

Sample:

A word that rhymes with that
is a pet called a _______

The answer would be "cat".

Study area: HOSPITALITY

1. A word that rhymes with red
is a place to sleep called a . . . ____________________
2. A word that rhymes with task
means to question, or to . . . ____________________
3. A word that rhymes with four
is an opening called a . . . ____________________
4. A word that rhymes with should
is a building material called . . . ____________________
5. A word that rhymes with care
means to mend, or to . . . ____________________
6. A word that rhymes with keeper
is a person not awake, a . . . ____________________
7. A word that rhymes with feeling
is the top of the room, the . . . ____________________
8. A word that rhymes with willow
is for your head, a soft . . . ____________________
9. A word that rhymes with meet
is a cover for the bed called a . . . ____________________
10. A word that rhymes with tower
is a place to get bathed, a . . . ____________________

PART 1

SCRAMBLED SENTENCES

A. Description:

Students are given sentences that are scrambled and must be rearranged into correct order. The sentences should all have a particular category of reference.

B. Student Objectives:

Understand the idea of order and sequence.

Recognize a complete and meaningful sentence.

C. Variations:

A short story could be scrambled and need to be put into correct order. This is very good practice when learning the steps in doing something.

Name______________________

SCRAMBLED SENTENCES

Directions:

Unscramble these sentences so that they make sense. Write the sentence the correct way right below the one given. Everything on this page has to do with food or food service.

1. bear guest was our a picnic an at uninvited

2. cake the iced Sally it put and table the on

3. liquids eye measure at level

4. for are plastic ingredients cups dry measuring

5. low fry to heat saute over is to

6. glass cups liquids for are measuring

Directions:

Number these sentences in the order that you do them.

_____ Put filter unit on coffee pot.

_____ Turn machine on.

_____ Put water into the coffeemaker.

_____ Put coffee into filter unit.

PART 1

SCRAMBLED WORDS

A. Description:

A list of words is given to the student. Each word on the list is made up of letters that are scrambled and must be unscrambled. The words should be kept in categories.

B. Student Objectives:

Practice vocabulary words for the area under study.

Spell out the vocabulary words correctly.

Become more familiar with basic spelling rules for consonant blends and vowel placements.

C. Variations:

Categories of words can be changed with each unit.

Multi-syllable words are more difficult and should not be completely scrambled.

For *very* simple words it may not be necessary to furnish a reference list.

Name ____________________

SCRAMBLED WORDS

Directions:

Unscramble the words below to find the real words. The list of words at the bottom of the page will help you. Check them off as you go. Write each correct word in the space near the scrambled word.

Laundry words

lecabh ____________________

eshawr ____________________

poas ____________________

rerdy ____________________

lctoehs ____________________

terdetneg ____________________

brfaic ____________________

tensofer ____________________

nips ____________________

clyec ____________________

seinr ____________________

aold ____________________

load
spin
detergent
cycle
bleach
fabric
washer
rinse
soap
softener
clothes
dryer

PART 1

SENTENCE DETECTIVE

A. Description:

The students are given a sentence and must think of an appropriate sentence to come before it. There may be many different answers, but the correct sequence is important.

B. Student Objectives:

Think in terms of sequence of events. Mentally picture what would come before the given sentence.

Review the procedure used in the shop area.

C. Variations:

Student could tell what comes next *after* a given sentence.

Student may tell both what came before and what came after the given sentence.

Pictures could be used: the student must put the pictures in proper order.

Name ____________________

SENTENCE DETECTIVE

Directions:

Read the sentence. Write a sentence under the one given to you to tell what might have come before it.

Sample: The cake came out of the oven looking beautiful.

(Answer) Cindy put the cake into the oven and timed it.

1. She took the beakers off the mixer to wash them.

____

2. She went to the cabinet to get all of the ingredients.

____

3. He put out sugar and cream to go with it.

____

4. She wrote "Happy Birthday, Sue" on the cake.

____

5. Then he added the bowl of wet ingredients to the bowl of dry ingredients.

____

6. This meant she had to figure out how to double the recipe.

____

PART 1

SOUND SEARCH

A. Description:

The student is given a category from which to choose words. The teacher gives the student a clue word, and the student must give an answer word that begins with the same initial sound as the clue word. The word must fit into the given category. Of course, there will be any number of correct answers.

B. Student Objectives:

Review vocabulary words in each unit.

Practice auditory discrimination. This is an especially good practice exercise for students who are perceptually impaired in this area.

Follow the directions carefully.

C. Variations:

Changes in directions would make the game more difficult. The student could be instructed to find a word that begins with the same sound as the clue word's *ending* sound.

Vocabulary words will change with the topic chosen.

Name ______________________

SOUND SEARCH

Directions:

All of this game deals with food. In this game you must listen to the way words sound. In the directions for each puzzle, a clue word is given. Listen to the sound that the word begins with. You must give an answer word that begins with the same sound. Be sure that the answer word also has to do with food.

Sample:

I am searching for a word that begins with the same sound as milk.

Answer could be another food, like melon, or could be something like measure or melt.

1. I am searching for a word that begins with the same sound as "soap." ______________
2. I am searching for a word that begins with the same sound as "potato." ______________
3. I am searching for a word that begins with the same sound as "bottle." ______________
4. I am searching for a word that begins with the same sound as "taste." ______________
5. I am searching for a word that begins with the same sound as "dish." ______________
6. I am searching for a word that begins with the same sound as "fish." ______________
7. I am searching for a word that begins with the same sound as "jam." ______________
8. I am searching for a word that begins with the same sound as "nutmeg." ______________
9. I am searching for a word that begins with the same sound as "raisin." ______________
10. I am searching for a word that begins with the same sound as "ladle." ______________

PART 1

SPELLING SEARCH

A. Description:

Student is given a group of words that are all within the same category (sewing, laundry, foods, etc.). In each group of words, one word is spelled incorrectly. Students must pick out the word that is spelled incorrectly and write it correctly in the space provided.

B. Student Objectives:

Practice spelling.

Practice visual discrimination.

Review the vocabulary words for each unit.

Identify *and* correct the wrong word.

Follow the directions given.

C. Variations:

Words will vary with each area that is being studied. All words would be from the same unit for continuity and clarity.

Words will vary in difficulty and number according to the students' abilities. Slower students could work with three words in a group, and faster students could have five or six words in a group.

The worksheet may also instruct the student to find and correct more than one word that is spelled incorrectly.

Name ____________________

SPELLING SEARCH

Directions:

Look at the words in each group. One word is not spelled correctly. When you find the word, cross it out and then spell the word correctly on the line at the end of the row.

Sample: (Sewing)

bobbin thread ~~needel~~ knot *needle*

Sewing

1. ruler guide seem stitch ____________________
2. cut ripp inch dart ____________________
3. yardstick bobbon stitch foot ____________________
4. thred embroidery chain seam ____________________
5. machine curve darn nit ____________________

Sewing (Embroidery)

1. chain daisy hemming hupe ____________________
2. yarn satin sharp simble ____________________
3. darn straight butten floss ____________________
4. sampler decorative sissers colors ____________________
5. backstitch overcast blindsich hemming ____________________

Sewing (2 words wrong)

1. feed plait material measure gide ____________________
2. cotton seam wripped sleeve coller ____________________
3. skirt plaid stripped pleet tuck ____________________

PART 1

WHAT AM I?

A. Description:

In this game the student must look at the picture of an object and write the name in the space provided. This game should not be given before MATCH ME, as the answer words are not provided, and the student must know the names and spellings of the answer words.

B. Student Objectives:

Know the correct names for the objects.

Know how to spell the names of the objects.

Develop memory skills to be able to match the remembered object with the correct vocabulary word.

C. Variations:

Vocabulary words and object pictures will change as the unit changes.

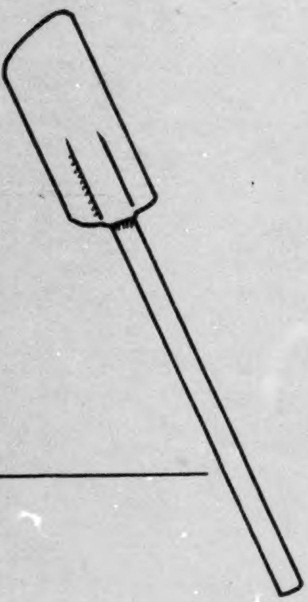
Arrows may point to *parts* of an object, and the student may be required to name the part of the object.

For students having a great deal of difficulty remembering the proper names, the teacher may provide three or four words near the answer line from which the student must pick the correct word.

The teacher may provide the correct answer word but in three different ways, with only one way spelled correctly. The student must choose the correct spelling. (Ex., spitula, spatula, saptula)

Name ______________________

WHAT AM I?



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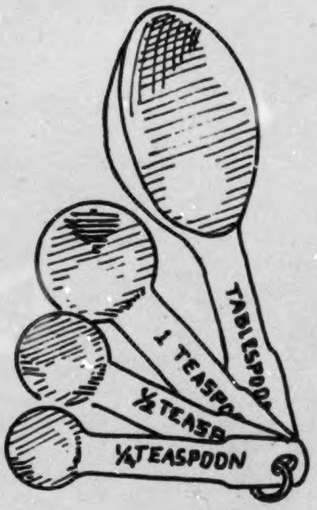

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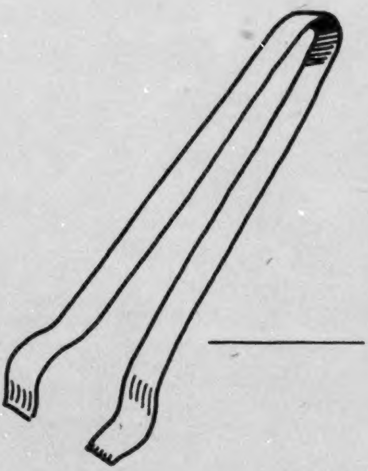

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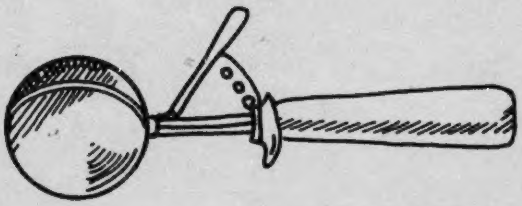

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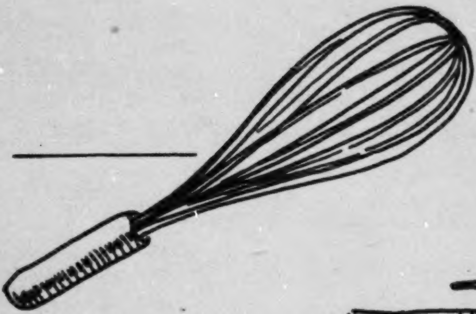

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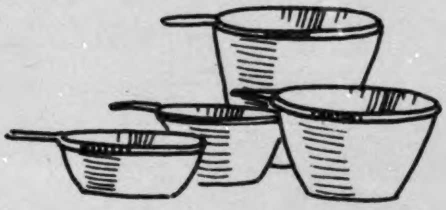

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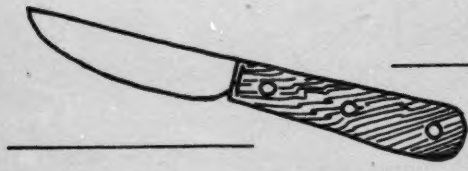

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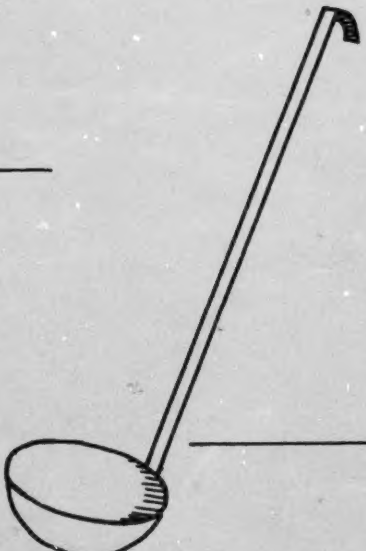

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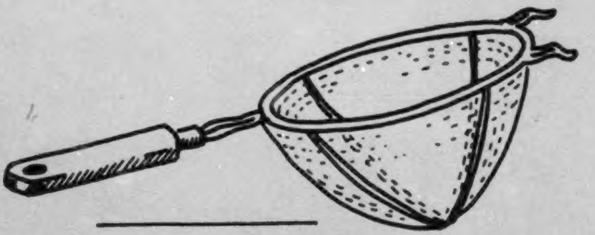

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PART 2 – INDIVIDUAL GAMES – Mathematics

Pattern Practice 32
Post Office 34
Flower Mathematics 36
Sixteen Squares 38
What Time Is It? 40
Follow the Signs 42
Read Me Write Me 44
The Rectangle Puzzle 46
Which Measurement? 48
Buried Treasure 50
The Price Is Right 53
Solve and Draw 55
Math Match 57
Fraction Find 59
Follow the Dots 61
Conversions 63

PART 2

PATTERN PRACTICE

A. Description:

The student is given directions and must follow them in order to make a pattern. A sample pattern is shown so that the student will understand what the finished pattern must look like.

B. Student Objectives:

Read and follow given directions.

Reproduce a model pattern to be identical to one shown.

Construct a three-dimensional article out of a 2-dimensional one.

C. Variations:

Different patterns can be used (especially during the sewing unit).

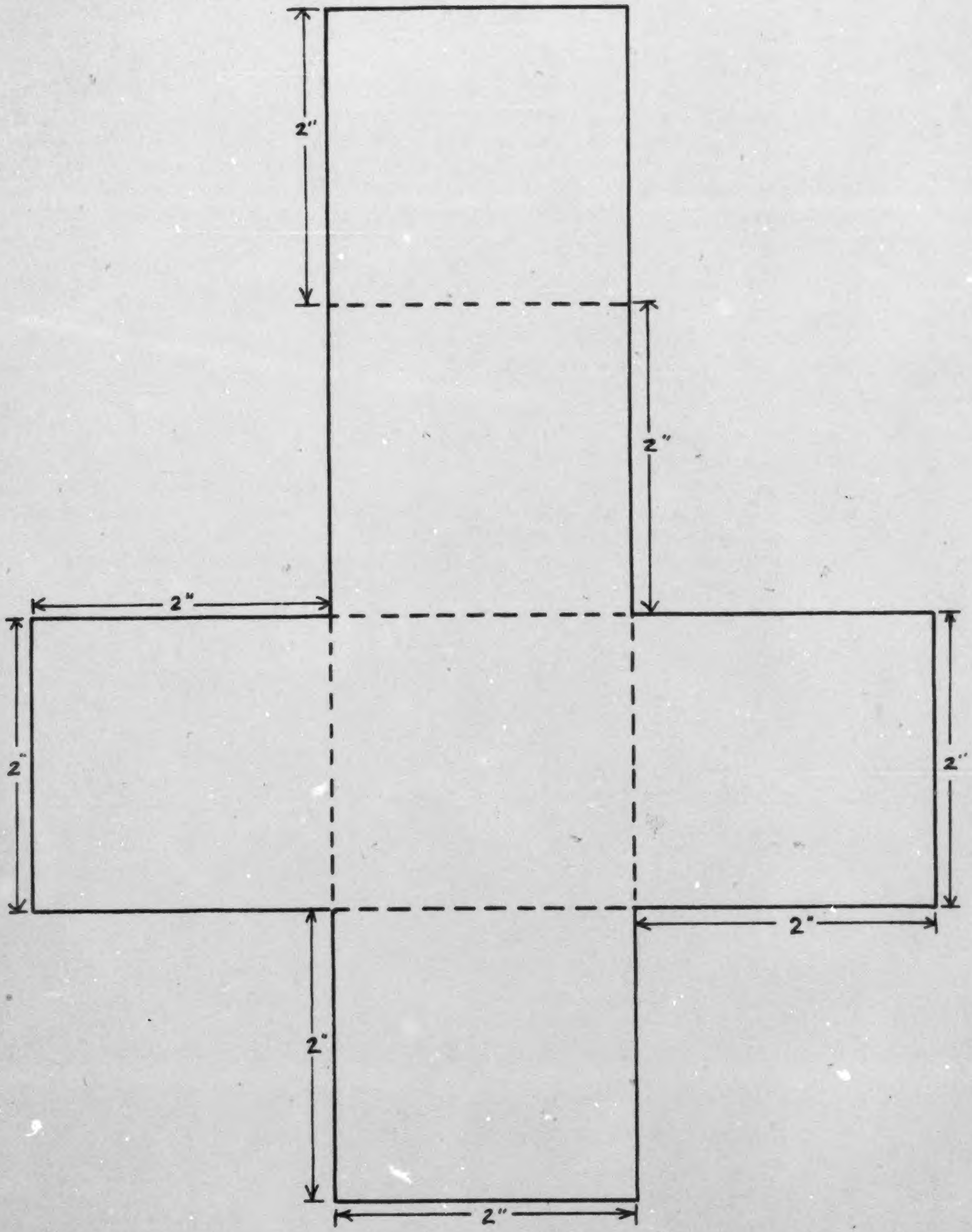
Measurements can vary.

Scale measurements can be used; then the student must enlarge the pattern that is shown on the direction sheet. (Ex., 1" = 2")

PATTERN PRACTICE Name______________________

Directions:

1. Draw a pattern as shown below on a piece of heavy paper or cardboard.
2. Cut on the solid lines. Fold on the dotted lines.
3. Tape to form a cube 2" by 2" by 2"



PART 2

POST OFFICE

A. Description:

The students are given envelopes, each of which has a large number written on it. The student is also given a deck of cards (letters) that have to be "mailed" to the correct envelope. On the cards are two numbers that when added together will equal the number that is on the envelope front. When all of the envelopes are full, the teacher could have an answer sheet, so that the student could check to see if the cards were put into the correct envelopes.

B. Student Objectives:

Learn the number combinations in addition.

C. Variations:

This game can be adapted for subtraction, multiplication, and division, giving the student needed drill in these operations. For fractions, shapes similar to those on page 60 could be partially shaded and used to show what the fraction would be. The student would still have to put each card into the right envelope for that fraction.

POST OFFICE

Samples of cards that must be placed into the envelopes:

6+4	6+3	5+3
4+3	8+2	4+5

Sample envelopes:

10	9
7	8

FLOWER MATHEMATICS

A. Description:

Each flower has a flower center with a number in it, and petals that have numbers in them. Directions are given next to each flower to tell the student what to do (add, subtract, multiply, divide). The student must take the center number and do what the directions say to each of the petals, putting the answer in the petal tips.

B. Student Objectives:

Follow the directions, with the help of an example.

Review number facts and operations.

C. Variations:

This game is easily adapted to fractions and decimals, substituting them for the whole numbers.

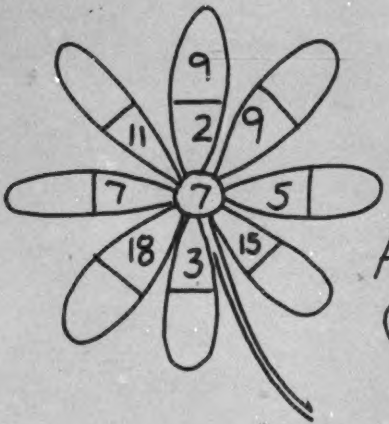
A clock face can be used in place of flowers, with the numbers 1–12 used, and answers put around the rim of the clock.

Name ____________________

FLOWER MATHEMATICS

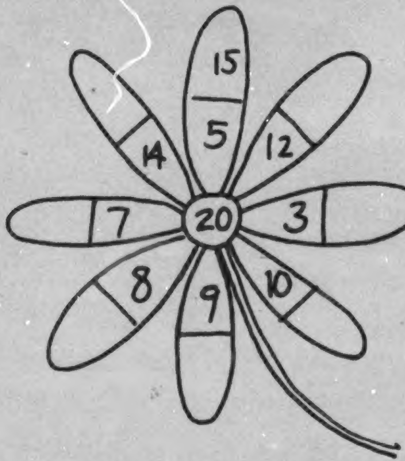
Directions:

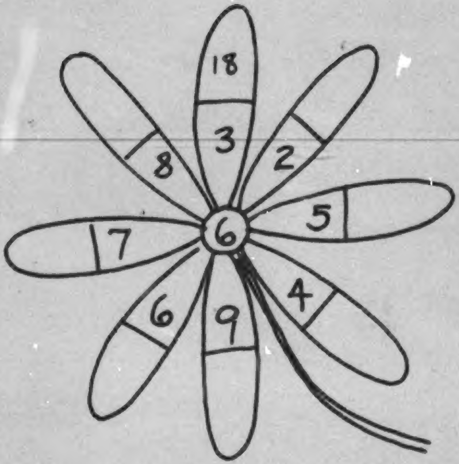
Look at the flower and the direction given next to it. Starting with the number in the middle, add, subtract, or multiply (whatever the direction says) the number on each petal. Put your answer in the end of each petal. One petal in each flower has been done for you.



Add
(+)

Subtract
(−)





Multiply
(X)

PART 2

SIXTEEN SQUARES

A. Description:

Students are given worksheets that have grids on them with sixteen squares. Numbers are placed along the top and down one side. Students are told to either add or multiply the numbers across.

B. Student Objectives:

Practice multiplication and/or addition facts until they are memorized.

C. Variations:

The sheets could have the guide numbers on them already as shown here, or the students could fill in the numbers before beginning to fill in the grid. The students could work on those combinations they are weak in.

Name ____________________

SIXTEEN SQUARES

Directions:

The sign will tell you what to do in each puzzle. For the upper puzzle, add the number on the left to each number at the top. One has been done for you.

+	8	9	10	11
3			13	
4				
5				
6				

For this puzzle, multiply the number at the left by each number at the top.

×	2	4	6	8
3				
5				
7				
9				

WHAT TIME IS IT?

A. Description:

The student is given a sheet with clocks on it. Under each clock is a time written in numerals. The student must put the hands on the clock to show the time.

B. Student Objectives:

Learn to tell time. This lack of knowledge usually comes out in the foods unit when the students must time things put into the oven, or check mixing time.

Visually picture the time in the mind and then transfer this to paper.

C. Variations:

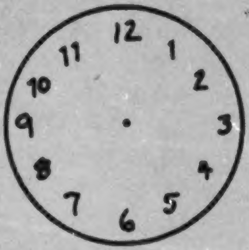
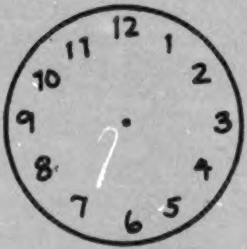
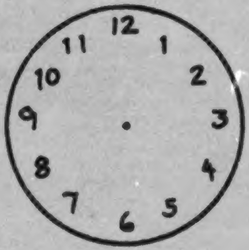
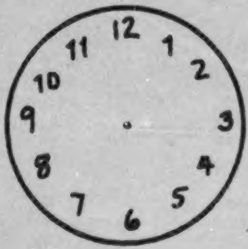
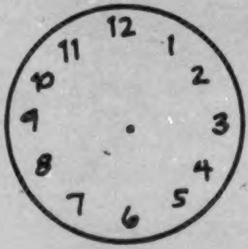
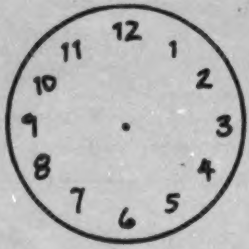
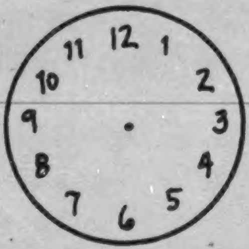
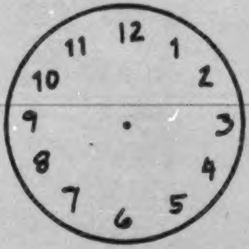
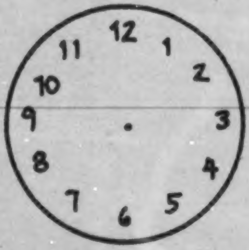
See the time game under Part 3 called CLOCK IT. This gives additional practice in telling time.

Name________________________

WHAT TIME IS IT?

Directions:

Put the hands on the clock to show the time given.

 12:15	 1:30	 5:00
 10:35	 2:40	 7:50
 3:45	 4:05	 6:20

PART 2

FOLLOW THE SIGNS

A. Description:

Students must follow the directions carefully to fill in the blocks correctly. Then they must add each column individually. Those column totals are then added for a final answer. The teacher gives the students the final answer, and if that answer is not reached by the student, all answers must be checked to see where the mistake was made.

B. Student Objectives:

Practice number operations.

Follow directions carefully.

Be accurate in calculations.

Find own mistakes when the final answer is not reached.

C. Variations:

Different numbers are used and different number operations may be substituted. (Divide, multiply, and then add, etc.)

The vertical column of numbers should be kept small to avoid complication. Five numbers are usually sufficient.

Name ____________________

FOLLOW THE SIGNS

Directions:

Take each number in the first column and go across each row, doing each operation in turn according to what is shown at the top of the column. After all of the blocks are filled in, add each column going down, and get a total answer for each column. Then add those totals across for the final answer. If your final answer does not match the teacher's, check all of your work again!

	x3	+5	−2
3	9	14	12
2			
5			
8			
1			

+ + = ____________

PART 2

READ ME WRITE ME

A. Description:

Read the numbers as they are spelled out and write them in the puzzle using numerals.

B. Student Objectives:

Read numbers that are spelled out and become familiar with the spelling of numbers. This is especially important for the Basic Business unit (typing out numbers and working on the full-key adding machine).

C. Variations:

This game is a natural for vocabulary words when given the definition: student fills in the word.

On a low level, picture clues can be given and the word filled into the puzzle.

For math, the game could be turned around. The numbers (represented in numerals) could be spelled out in the puzzle.

Name ____________________

READ ME WRITE ME

Directions:

Read the numbers as they are spelled out and write them in the puzzle using numerals.

■	1	2	3	4	5	6	7
8	■	9					
10	11	■	12				
13		14	■	15			
16			17	■	18		
19				20	■	21	
22					23	■	24
25							■

ACROSS

1. Six million, three hundred seventy-two thousand, four hundred sixty-five
8. Four
9. One hundred thousand, twenty-nine
10. Twenty-two
12. Forty thousand, ten
13. Seven hundred forty-four
15. Nine thousand, eighty
16. Eight thousand, four hundred six
18. Five hundred thirty-six
19. Seventy thousand, three hundred seventeen
21. Sixty-six
22. Nine hundred ninety-nine thousand, two hundred thirty-one
24. Six
25. Seven million, two hundred twelve thousand, four hundred eighty

DOWN

1. Six
2. Thirty-one
3. Seven hundred four
4. Two thousand, nine
5. Forty thousand, five
6. Six hundred twenty-one thousand, eight hundred thirty-six
7. Five million, nine hundred thousand, six hundred sixty-six
8. Four million, two hundred seventy-eight thousand, seven hundred ninety-seven
11. Two hundred forty-four thousand, ninety-two
14. Forty thousand, three hundred ninety-one
17. Six thousand, one hundred twenty-two
20. Seven hundred thirty-four
23. Eighteen

THE RECTANGLE PUZZLE

A. Description:

Students are given a sheet that has a rectangle on it divided into squares. They are told to cut the rectangle into two pieces in such a way that, when the pieces are put back together again, they form a rectangle 2" by 12". (The original rectangle is 3" x 8".)

B. Student Objectives:

Envision the rectangle in different shapes before cutting it. Good visual discrimination practice.

Practice with the ruler in order to be sure the finished size is correct.

C. Variations:

Teacher can make different puzzles that are similar and require the same skills, but be sure to work them out completely first.

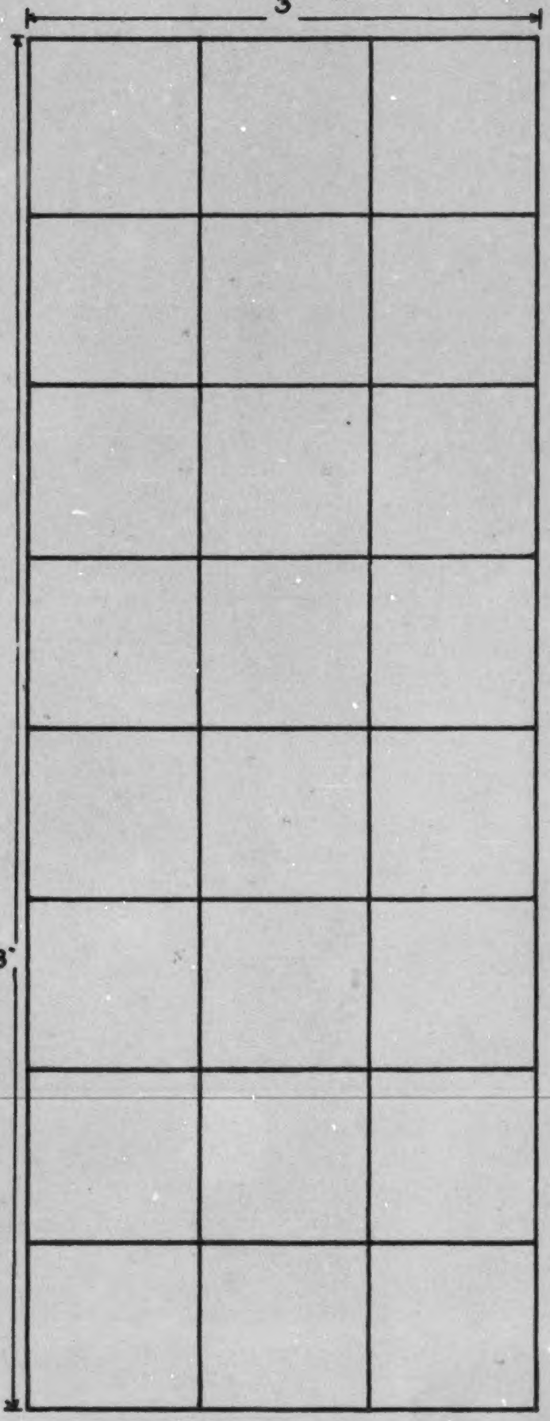
Name ______________________

THE RECTANGLE PUZZLE

Directions:

A rectangle is like a stretched-out square. It has four corners like the corners of this page.

Cut the rectangle into two pieces in such a way that, when the pieces are put back together again, they form a rectangle that is 2 inches by 12 inches. Good luck!



WHICH MEASUREMENT?

A. Description:

The student is given a worksheet that has three columns drawn on it. At the top of each column is a heading: "Quart or Gallon," "Ounce or Pound," and "Foot or Yard." Also on the sheet is a word list of items that would be measured in one of the three ways. Students must determine how each item is measured, and then list them under the proper column headings.

B. Student Objectives:

Understand the measurement terms.

Differentiate among liquid, mass, and linear measurements by determining which type of measurement is used for the item given.

C. Variations:

This game could be played in a group. The leader would call out the item, and the first to state correctly which column to put the item under would receive a point.

The heading names could be changed to metric names when the students are learning the metric equivalents.

Name ____________________

WHICH MEASUREMENT?

Directions:

Look at the word list below. Write each of the words in the column that tells how it could be measured. You must think about the item and ask yourself: is it liquid? can it be weighed? or would I use a ruler to measure it?

Measured by the . . .

Quart or Gallon	Ounce or Pound	Foot or Yard

string
hamburger
water
flour
apples
iced tea
material
yarn
milk
orange juice
carpet
a wall
Kool-Aid
sugar
cereal
soda
doors
windows
raisins
bananas
Hawaiian Punch

BURIED TREASURE

A. Description:

The students are to measure a route to the "buried treasure" (Scale: 1 inch = 1 mile). The students do this by following the directions and using their rulers as the directions instruct. At the end of the route, the student cuts a ½-inch square in the paper centered on the dot, and fits the paper over a scoring sheet to see if the buried treasure has been "found".

B. Student Objectives:

Use knowledge of measuring with a ruler.

Follow directions carefully.

Understand which directions are north, south, east, and west.

C. Variations:

Each game could have different clues to get to a buried treasure. The answers to several different games could be on the same master scoring sheet.

For students good in math a different scale might be tried, e.g.,½" = 1 mile, or 2" = 1 mile.

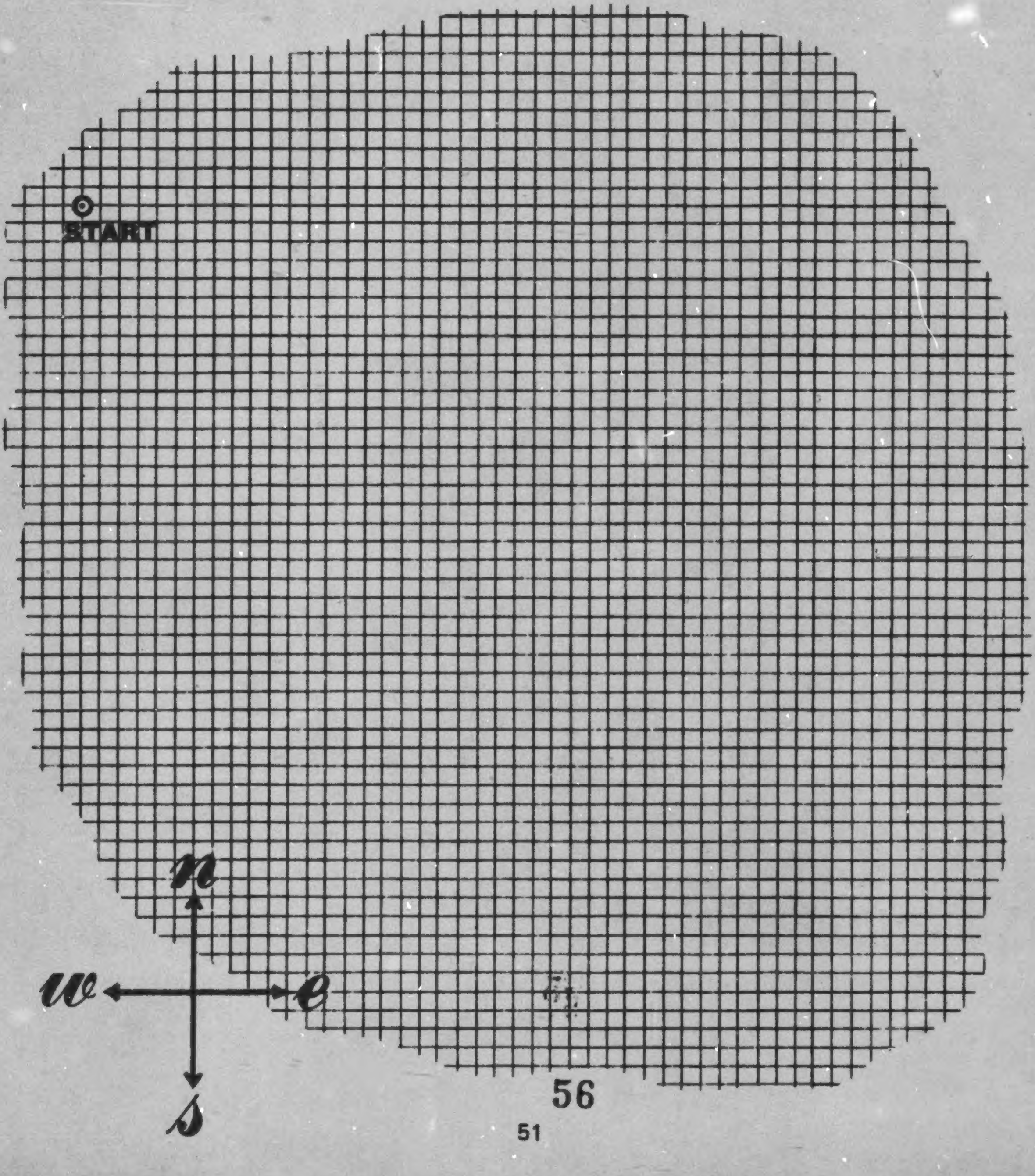
Name__________________________

BURIED TREASURE

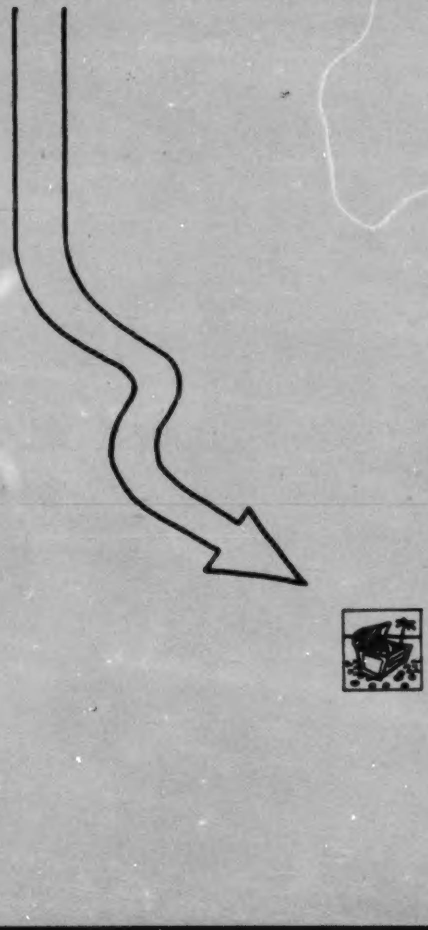
Directions: (Scale: 1 inch = 1 mile)

Begin where the map says "Start." Travel 2½ miles east, and make a dot. Then go ¾ mile south from this dot and make another dot. Continue doing this – next ½ mile east, then 3¼ miles south, then 3/8 mile west, then 1 mile south, then 2 5/8 miles east. When you get to the end, use your last dot as the center of a square that is ½ inch on each side. Cut out the square.

Place your paper over the answer sheet. Did you find the buried treasure? If not, try again.



Here's
the
buried
treasure



PART 2

THE PRICE IS RIGHT

A. Description:

Each child is given a worksheet with various items and their prices next to them. The child is given a certain amount of money at the top of the page to work with ($10.00 is a good starting amount). With this money the student "buys" things. Each item is paid for by being crossed off the list and subtracted from the money available. The student should try to spend the entire amount but get the most value from the money. Answers will vary, so the teacher must check the problems individually.

Discussion of the foods can provide a good lesson for consumer education as well as math.

B. Student Objectives:

Practice subtraction of decimals (money).

Begin to see the value of the money that is being spent by the amount of items that can be purchased.

C. Variations:

For lower level students, pictures of items and their price tags could be used to help them "see" what they are buying.

The amount that the student has to work with may vary at the teacher's discretion. Perhaps begin with 10 dollars and then say, "Now, what could you do with $5.00 more?"

Name ______________________

THE PRICE IS RIGHT

Directions:

You are given an amount of money that you must spend. Look at the items you can buy and their prices. As you "buy" an item, cross it off and subtract it from the amount of money that you have left. You should keep buying items until you have no money left, or not enough left to buy any of the things that are listed. Let's see how much you can get for your money!

Begin with: *$10.00*

Things to buy:

1	box cereal	$ .66
1	loaf of bread	.59
2	cans of corn	.53
1	box frozen peas	.32
2	lbs. meat	3.38
3	lbs. chicken	1.77
1	gallon milk	1.37
6	cans orange juice	1.74
1	½ gal. ice cream	1.29
1	bag of apples	1.19
1	jar of pickles	.78
1	box of soap powder	1.89
2	boxes of tissues	1.05
1	pkg. paper towels	.67
1	cake mix	.74
1	frosting mix	.59
1	5 lb. bag flour	.85
1	5 lb. bag potatoes	1.17
1	large bottle soda	.79

PART 2

SOLVE AND DRAW

A. Description:

The student is given short word problems involving the use of fractions. The student must add the fractions to find the answer and also draw a picture to represent the answer. The answer and drawing must both be correct. This is preparation for fraction work in the foods area.

B. Student Objectives:

Practice using fractions in practical applications.

Add or subtract fractions according to the directions.

Show by a drawing whether or not the result is really understood.

C. Variations:

After using fractions with common denominators for a while, advance to fractions with different denominators.

Once students can find a common denominator, the word problems given can become increasingly more difficult.

Name________________________

SOLVE AND DRAW

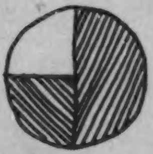
Directions:

Read the problem and solve it. You may use the back of this paper. Show all your work. Then draw a picture to show the answer.

Sample:

Sally has ¼ of a small pie and Ann has ½. How much of the pie do the girls have together?

$$\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$$



1. The recipe asked for 1/3 cup of sugar and 1/3 cup of flour. If both ingredients were put into one cup at the same time, how full would the cup be?

2. Pete had eaten 3/4 of the candy bar. Joe ate 1/4 more. How much was left for Sue?

3. Judy ate 3/8 of the cake at lunchtime and Mike ate 2/8 of the cake for dinner. How much of the cake was eaten? How much was left?

4. Jane broke her candy bar into six equal pieces. She gave one piece to Jill and two pieces to Cathy. How much of the candy bar was left for herself?

5. Betty baked a meatloaf. She sliced it into eight equal pieces. She gave two pieces to Jill, three pieces to Bob, and two pieces to Ted. How much of the meatloaf was left for Betty?

PART 2

MATH MATCH

A. Description:

Student is given problems and must match the problems with the correct answers. There are more answers than problems, so that the student must work out the answers, and not guess any by the process of elimination.

B. Student Objectives:

Work problems using the four math operations.

Practice using different types of numbers in basic math applications (fractions, decimals, etc.).

C. Variations:

Game may be played using decimals.

Game may be played using fractions.

Game may be played using whole numbers only.

Name________________________

MATH MATCH

Directions:

Match the correct answer with the problem. Work may be done in the empty spaces of this paper or on the back. The first problem has been done for you. See how the answer has been crossed off.

A

16 + 14	30
29 − 13	
$.25 X 9	
57 ÷ 3	
$16.50 X 2	
$5.50 ÷ 2	

15 X 10	
$1.75 X 3	
200 − 150	
$100 ÷ 4	
750 + 850	
$8 X 4	

B
$33
$5.25
$2.75
16
350
1500
19
6
$25
~~30~~
$2.25
$32
50
150
400
1600

FRACTION FIND

A. Description:

Students are given worksheets with pictures of various shapes divided into fractional parts. Some of the parts are shaded in. Students must read the shaded part to figure out what fraction is being represented and then find the number representation. A line must be drawn to connect the two.

B. Student Objectives:

Recognize fractions by their picture representations and their numerical representation.

C. Variations:

This game could be used with magazine pictures of items that have been cut into fractional parts. Some of the parts could be shaded and the student must write (or find) the fraction that is represented by the shaded area.

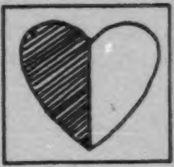
Name______________________

FRACTION FIND

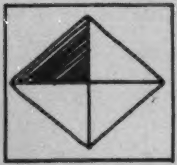
Directions:

Draw a line from the fraction number to the picture that shows the same fraction.

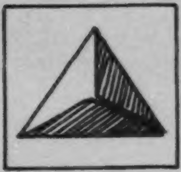
1/2

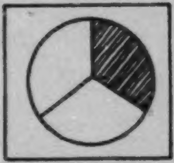


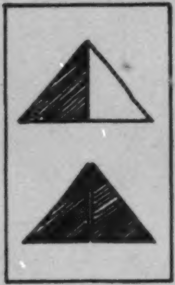
1 1/8



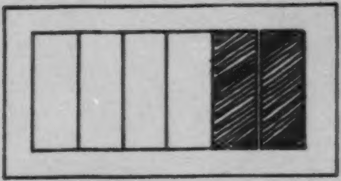
1/4





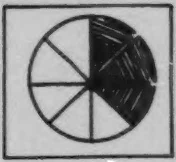


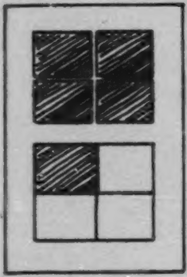
1 1/2

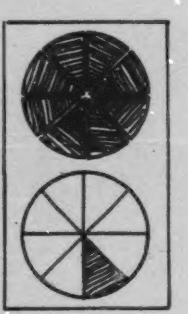


2/6

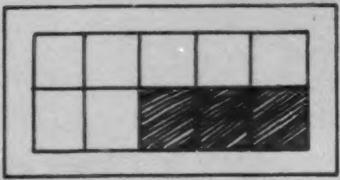
3/10







1/3



2/3

3/8

1 1/4

PART 2

FOLLOW THE DOTS

A. Description:

The students are given a directions page, and they must use a blank piece of 8½ X 11 paper. With a ruler and pencil, they follow the directions given, and — if followed correctly — will create a drawing!

B. Student Objectives:

Measure correctly with a ruler.

Read and follow directions carefully. If the directions are not followed to the letter, the drawing will not come out.

C. Variations:

Students could make their own dot-to-dot drawings and make up the directions for other students to follow. (Teacher must first try them — to be sure that the directions are correct.)

Name____________________

FOLLOW THE DOTS

Directions:

Your teacher will give you a paper to work on, a ruler, and a pencil. Read the directions and follow them carefully. You will make a neat drawing if you are correct!

1. Near the left-hand edge of the paper, measure down 3 inches from the top and make a dot. Do the same near the right-hand edge.
2. Make a line all the way across the paper, going through the two dots. It will be 3 inches down from the top edge.
3. On the line, make a dot 4¼" in from the left edge of the paper. Put a small number 1 by the dot.
4. From the line that you just made, measure down 2" more, remembering to measure down on both sides of the paper before drawing the line across the page.
5. On this second line, make a dot 1¼ inches in from the left edge and put a number 4 by that dot.
6. On the same line make a dot 7¼ inches from the left edge and put a number 3 by that dot.
7. Now measure 3½" down from the line you just drew (in the same way as before) and make a new line.
8. On this line you will make a dot 2¼ inches in from the left edge and number it 2.
9. You will also make a dot at 6¼" and number it 5.
10. Now you are ready to follow the dots. Starting with #1, make a straight line from one number to the next number. Then make a line from #5 to #1 to finish the drawing.

What is it?

PART 2

CONVERSIONS

A. Description:

The students are given a worksheet that has a list of ingredients and their measurements on the left-hand side. The students are instructed to double and triple the recipe. This can be done either by adding or multiplying, whichever is easier for the student.

Be sure that students fill in the bottom for number of servings. This will help them to understand what doubling and tripling the recipe will do – provide more food from the basic recipe for more people.

B. Student Objectives:

Learn how to double and triple recipes for the foods unit.

Practice working with fractions and mixed numbers.

C. Variations:

Those who cannot work with small fractions even with help may be given a problem involving only whole and half numbers.

Those students good at arithmetic might be given a large recipe – say for 50 people – and asked to calculate the amount for 25 or 10 people.

Name ____________________

CONVERSIONS

Directions:

Double and triple the recipe ingredients in the columns below. You may add or multiply to find the answers.

Ingredients	Double	Triple
2 eggs		
3 c. flour		
½ c. sugar		
¼ t. baking powder		
1/8 t. nutmeg		
2/3 c. chocolate		
1 T. vanilla		
4 cans milk		
1½ c. water		
1¼ T. food color		
4 servings	_____ servings	_____ servings

PART 3 – GROUP GAMES

Check Me 66
Clock It 68
Concentration 69
Dictionary Doings 70
Grab Box 71
Ruler Race 72
Syl-la-ble Rum-my 73
Telephone Guide Game 74
What Am I Thinking? 75
Times Tables Relay 76

PART 3

CHECK ME

A. Description:

Two or more students are able to play. Before playing, the students decide on a number (or two numbers) that are "check me" numbers. The numbers must be from 1 to 6 because a die is used. (See PATTERN PRACTICE for dice that students can make on their own).

The die is rolled, and if it shows a "check me" number, a card is drawn from the "check me" pile of cards. Directions are written on the card for the student to write a check to a particular person for a certain amount. The student must write a check from the pile of make-believe checks that the teacher provides. The other students in the group may check it, or an answer guide numbered the same as the "check me" cards should be provided by the teacher.

B. Student Objectives:

Practice writing checks properly.

C. Materials Needed:

"Check me" cards provided by the teacher

Blank "checks" to be filled in by the students

Dice

Pens or pencils

D. Variations:

Rules may vary to make the game more interesting.

Methods of getting the "check me" card could change from using dice. A question could need to be answered, and if the answer is incorrect a card must be drawn.

Friendly Neighborhood Bank
Square Corners, N.J.

No.________

__________________19____ 11-19/1210

Pay to the
order of____ $________

____ Dollars

____
Practice check

Memo__________________
⑆1210⑈0019⑆01083

Friendly Neighborhood Bank
Square Corners, N.J.

No.________

__________________19____ 11-19/1210

Pay to the
order of____ $________

____ Dollars

____
Practice check

Memo__________________
⑆1210⑈0019⑆01083

Friendly Neighborhood Bank
Square Corners, N.J.

No.________

__________________19____ 11-19/1210

Pay to the
order of____ $________

____ Dollars

____
Practice check

Memo__________________
⑆1210⑈0019⑆01083

PART 3

CLOCK IT

A. Description:

This game is somewhat similar to bingo, using telling time as its major area of concentration. There are two packs of about 50 cards each. On one set are illustrations of a clock with the hands pointing to a certain time. In this pack the time is written out below the picture. This deck is for the caller. The other deck is identical but does not have the time written under the illustrations.

The cards are dealt face up. Each player has the same number of cards, with no two alike. The caller holds the other set and reads them one at a time. The student who has that time clock face up in front of him, covers the clock with a marker. The first player to cover all of his/her cards calls "Clock it." The caller must check to be certain that the correct cards were covered.

B. Student Objectives:

Practice telling time.

Be able to hear a time, visualize it in the mind, and then find the corresponding picture in front of him:

C. Materials Needed:

Two decks of cards as described above.

Some kind of markers: buttons or pieces of paper will do.

D. Variations:

Several variations could be used for this game. It is similar to bingo and therefore enjoys the same versatility. Math problems could be read, and the students must figure them out and cover the answer on a bingo card. Three in a row (or filling a longer row) could win. Math word problems could be used in the same way. Pictures of items could be held up and their names covered or vice versa.

PART 3

CONCENTRATION

A. Description:

Two or more students may play. Abbreviations for the foods unit is a good practice task for this game. Students take 8 index cards and cut them in half to make 16 small square cards. The cards are grouped in two sets – on one card is the word for the abbreviation and on the other card is the abbreviation itself. Example: one card has "T." and the other card says "tablespoon." The cards are then put face down on the playing table and moved all around at random. The first player turns two cards over. If they are a match, the player keeps both cards. If the cards are not a match, they are turned back over in the same places, and the next player takes a turn. The player with the most cards at the end of the game is the winner.

B. Student Objectives:

Know the abbreviations and what they stand for.

Exercise visual memory, which makes the difference between chance and purposeful responses.

C. Materials Needed:

Index cards and Magic Marker to make the game cards.

C. Variations:

This game can be used for many areas of instruction. Pictures and their names could be matched; equivalents used in foods could be matched; linear equivalents used in sewing could be matched; math tables could be matched, with the problem on one card and the answer on the matching card.

PART 3

DICTIONARY DOINGS

A. Description:

Students divide their dictionaries into quarters, placing strips of paper between the sections. A fairly even division based on the frequency of occurrence of the various initial letters is A–E, F–M, N–R, and S–Z. As the teacher (or group leader) says a word, pupils write 1, 2, 3, or 4 to indicate the section in which the word would be found.

B. Student Objectives:

Learn to use the dictionary. This is especially important during the Basic Business unit.

Learn the alphabet in order. Important when learning to alphabetize while filing or listing things while typing.

Develop a visual picture of the alphabet to save time in locating words (so that they do not look up a word beginning with "t" in the front of the dictionary).

C. Materials Needed:

A dictionary for each student.

Strips of paper for dividing the dictionary into four parts.

Scrap paper for writing the word down and the number section of the dictionary where it is found.

D. Variations:

The game can be expanded whereby the students try to see who can find the word the fastest.

No markers are put into the dictionary. The students are given a word and they must try to open the dictionary to approximately the right place for the letter desired. The place they open to is marked. The student who comes closest to the word is the winner.

PART 3

GRAB BOX

A. Description:

Strips of tagboard about 4" x 1" are printed with incomplete measurement equivalents (one to each strip) and placed into a box. Each student comes up to the box and chooses a card. The student reads the card to the class and gives the correct answer. If correct, a point; if incorrect, the next student comes forward for a try at the same card. The student with the largest number of points is the winner.

B. Student Objectives:

Practice measurement facts (or any number facts) in a game setting.

C. Materials Needed:

Enough cards so that each student can get at least three tries

A grab box

D. Variations:

Any type of number facts can be used on the cards.

Questions that relate to the unit being studied could be put on the cards (especially before a unit test is to be given).

Sample Measurement Cards:

____ inches = 1 foot

____ feet = 36 inches

____ yards = 9 feet

____ yards = 36 feet

____ feet = 1 yard

____ inches = 2 feet

RULER RACE

A. Description:

The students are asked to reach into a bag or a box and choose a strip of paper. The paper strips in the bag are all of different lengths. At a signal each student measures his/her strip with a ruler and stands when the answer is reached. The first one to stand who has the correct answer, gets a point.

B. Student Objectives:

Practice using the ruler for measurement.

C. Materials Needed:

Rulers for each person in the class.

More strips of paper than there are students in the class.

A bag or box to put the paper strips into.

D. Variations:

The length of the strips need not come out exactly on a line of the ruler; in that case the students may be directed to round off answers to the nearest quarter or eighth of an inch. They may also be told to round off the answers to the nearest whole or half inch.

PART 3

SYL-LA-BLE RUM-MY

A. Description:

Index cards are printed with a word on one side and the same word divided into syllables on the other. The cards are placed in a pile in the center of the table, with the not-divided word face up. The first player takes a card from the top and tells where the word should be broken into syllables. The card is then turned over and checked. If the answer was correct, the student keeps the card; if wrong the card is returned to the bottom of the deck. Each student gets one card per turn. The winner at the end of the game is the player with the most cards.

B. Student Objectives:

Practice syllabification necessary for learning to divide words at the end of a line when typing.

Learn to follow the rules of a game.

C. Materials Needed:

Index cards that are printed with a word on one side and the same word broken into syllables on the other side. The number of cards in the deck may vary according to the size of the group.

D. Variations

These cards could also be used for abbreviations, with the word or phrase written on one side and the abbreviation on the other side. Students could play by having to guess the abbreviation or by having to interpret what the abbreviation stands for.

Cards could be used for typewriter key symbols, same as above.

Cards could be used for vocabulary words and simple definitions.

At a lower level, cards could have pictures of cooking utensils (Foods), parts of the nail (Beauty Culture), parts of the sewing machine or business machines – each with the word printed on the back of the card. Students would look at the picture and guess the name of the part shown.

PART 3

TELEPHONE GUIDE GAME

A. Description:

The student folds three or four pieces of 8½ X 11 paper into a "book" and staples the back. The students are given guide names (as in the telephone book) to put at the top of the left- and right-hand pages. The pages should also be numbered. The guide names show the first and last names between which all of the names on the page are to appear.

The teacher then writes a name on the board and the students must write it in at the correct location in their "phone books." If the teacher wants to put a name list on the board, the first student to fill in all the names correctly is the winner. There could also be a winner after each name given.

B. Student Objectives:

Learn what guide words are and how they are used.

Learn how to use the guide names at the top of the phone book.

Practice using the telphone book correctly. This is important in all units, but most especially in the Basic Business unit. Supplements dictionary activities.

C. Materials Needed:

Enough 8½ X 11 paper for each student to have a "book"

A telephone book for each student

D. Variations:

After students have excelled using their homemade phone books, try the same game with the real book. Call out a name, and the first person to find it is the winner.

This same activity can be used for dictionary guide words. If this is done, play the game using the dictionary guide words first, then transfer the knowledge to the use of the phone book.

PART 3

WHAT AM I THINKING?

A. Description:

The teacher (or student, when the game is more familiar to the students) stands before the class and says, "I am thinking of two numbers that are added together to make 9." The students must raise their hands and guess at the two numbers. The correct one is awarded a point.

B. Student Objectives:

Realize that there may be more than one number fact that will give the same answer.

Know the number facts that are asked so that they may answer as quickly as possible.

C. Materials Needed:

If a student is the caller, a list of facts may be written down by the teacher, so that when the correct answer is given the caller will recognize it.

D. Variations:

This game may be adapted to multiplication, subtraction or division. Whole-word problems could be used. (Ex.,"I am thinking of a fraction that has eight parts and three were taken away.")

PART 3

TIMES TABLES RELAY

A. Description:

A large game board of tag board or other heavy paper is needed (see sample on next page). A set of cards the size of the rectangles on the game board is prepared with multiplication facts on them. One half of the set is done in red ink, the other half in blue. The answers are filled in on the game board in black ink.

The students are divided into two teams, the red and the blue. The teacher simultaneously hands the first red card to the first red-team player, and the first blue card to the first blue-team player. Each player places the card over the correct answer as quickly as possible, and then the teacher gives the next student a card – red or blue, according to team. A student who places a card incorrectly must give it back to the teacher. The team that first uses up all its cards wins.

B. Student Objectives:

Practice the multiplication facts in a fun way.

Improve speed in recalling multiplication facts.

C. Materials Needed:

Game board

Cards cut to the same size as the divisions of the game board, with number facts written on them, one half in blue and the other half in red.

D. Variations:

Addition facts, subtraction facts, and division facts could be practiced in the same way.

The game board could have pictures of implements on it and students could have cards that have the names of the items on them. (Ex., cooking utensils)

TIMES TABLES RELAY

SAMPLE GAME BOARD

0	14	24
2	15	24
4	15	25
6	16	27
8	18	27
9	18	28
10	20	28
10	20	30
12	21	30
12	21	32
14	24	32

SAMPLE CARDS:

2X3 4X7 (Red)

3X6 8X3 (Blue)

PART 4 – STUDENT ACTIVITIES – Subject Areas

Coat of Arms 79
Collage 81
Magic Paper Strips 83
Make a Mobile 85
Parachute 87
Planting Time 89
Clay (and Play Dough) 91
Jello 93
Lemonade 95

PART 4

COAT OF ARMS

If possible collect pictures of coats of arms to show the students. Explain what a coat of arms is. Explain what a motto is (written on a scroll below the coat of arms).

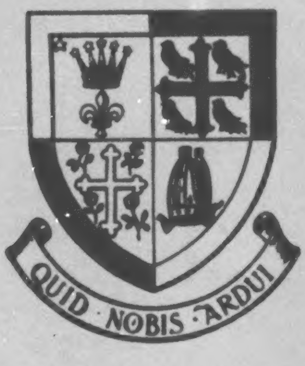
A. Description:

A coat of arms is used to show symbols of things that (when explained) tell something about a certain topic (a family tree, a person's personality, a person's livelihood, etc.). In this activity, the coat of arms could depict aspects of someone's personality (Beauty Culture unit) or aspects of a topic, such as Nutrition (Foods unit). The student is given instructions to draw pictures to represent answers to questions that are presented. The student could also use pictures from a magazine to show or illustrate the answers.

The teacher will need to provide a suitable topic. The one suggested here is Personality, and the drawings will be the answers to specific questions.

B. Student Objectives:

Think about self and express some of the thoughts in art.



COAT OF ARMS

You are going to make your own coat of arms. It will be about you and your own personality.

You will need:

paper, pencils, crayons, etc.

magazines and scissors for finding pictures

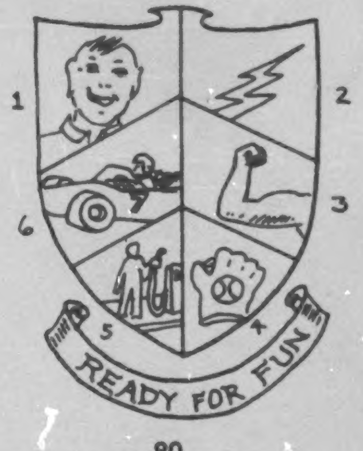
glue

chart paper or colored paper

Directions:

Draw a coat of arms on the chart paper and divide it into six main parts. In each section you will draw the answer to the questions below. Write explanations to go with the chart.

1. What is it that most people like about you?
2. What is it that you fear the most?
3. What would you change about yourself if you could?
4. What sport or activity do you feel you are good at? Any craft activities?
5. What kind of job would you like when you finish school? (In the future)
6. Whom would you like to be like in the future, and why?
7. Can you think of a motto about yourself that you would like to include on the scroll?



PART 4

COLLAGE

A collage is a kind of artwork — a composition made of various materials glued onto a surface.

A. Description:

The collage that your students will make will be a mass of pictures that are all related to a topic and give visual representation to an idea. The students are given a topic and old magazines that can be cut up. They find as many pictures as possible to convey the idea to someone else. The pictures are pasted onto chart paper, overlapping each other. The entire work can be shellacked when finished to preserve it.

The subject area will be Nutrition.

B. Student Objectives:

Reinforce knowledge — of nutrition, in this case.

Produce an original piece of artwork.

COLLAGE

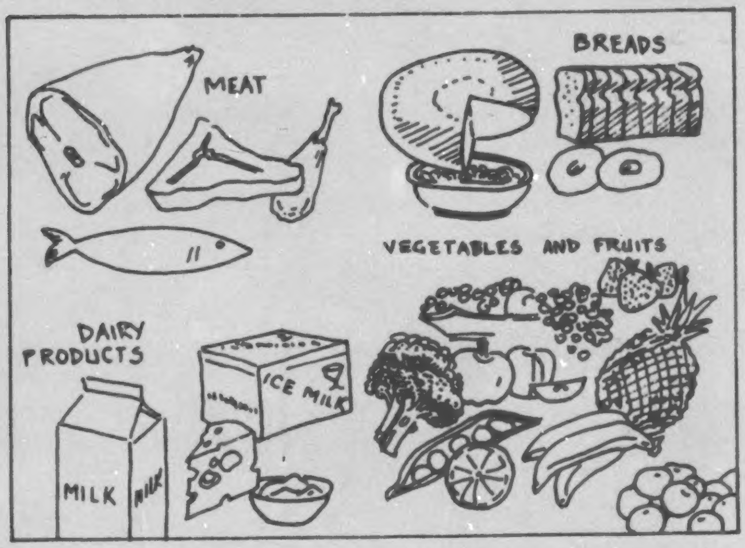
You will make a collage – a picture that is composed of many different parts.

You will need:

- chart paper
- scissors
- glue
- old magazines and pictures to be cut up

Directions:

1. You are to make a collage showing the four basic food groups in an artistic way. You may plan your chart any way you wish, but be sure to include all four groups in the collage.
2. The magazines are for you to cut pictures out of. You are going to paste the pictures on the chart paper. First arrange them on the chart and then paste them down. Plan carefully and be creative!



PART 4

MAGIC PAPER STRIPS

A. Description:

By following the directions very carefully, the students can learn a "magic" trick. This is really a scientific delight called a Moebius strip (named for its inventor). Ask the students to try to figure out how it works. (The explanation will be beyond them, but it is fun to try.) Have the students write an account of what they did and what happened. Also be sure that they try to answer the question given after the directions!

B. Student Objectives:

Follow instructions carefully.

Produce a mystifying result that defies explanation.

Acquire a "magic trick" to impress parents and friends.

Write an account of an experiment.

MAGIC PAPER STRIPS

You are going to produce some magic effects with strips of paper and scissors.

You will need:

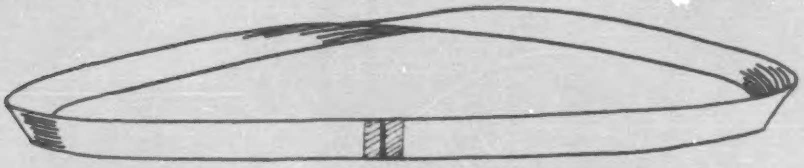
4 strips of paper that measure 2 inches by about 2 feet

scissors

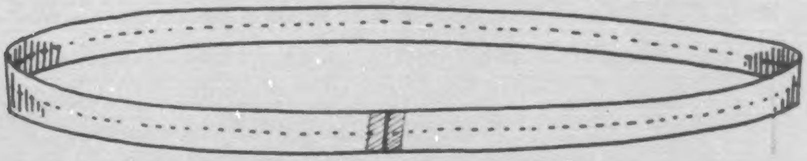
tape

Directions:

1. Tape the ends of one strip together.
2. Take a second strip. Give it a half twist before taping the ends together.



3. Take a third strip. Give it two half twists before taping the ends together.
4. Now for some surprises. Cut the first strip into two equal parts the long way (see the picture – cut on the dotted line) and see what happens.



5. Cut the second strip and the third strip in the same way and see what happens each time.
6. Write up the experiment and tell what happened.
7. For more magic, take still another strip and give it three half twists before taping the ends together.

   What do you think will happen when you cut this strip in half?

PART 4

MAKE A MOBILE

A. Description:

Students can learn by decorating the room with mobiles. Students must measure to make the mobile and can decorate it with images of objects they are studying. Examples would be: kitchen utensils or tools, objects representing the basic food groups, sewing tools, symbols used on patterns, etc.

B. Student Objectives:

Reinforce learnings in a particular area of study.

Draw appropriate shapes.

Measure drawings with a ruler.

Learn about balance and how to shift objects to achieve it.

MAKE A MOBILE

You will need:

several pieces of cardboard

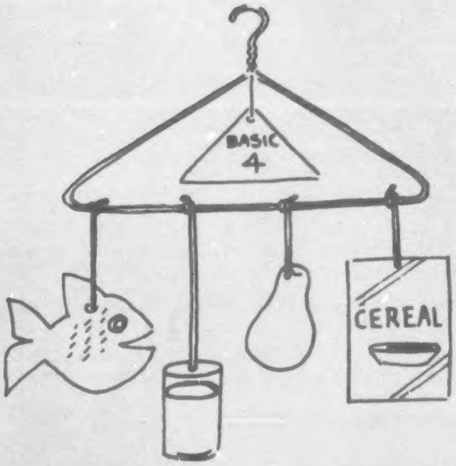
a coat hanger

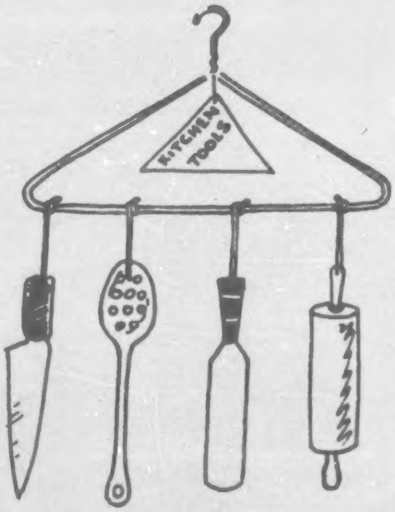
several pieces of string or yarn

tape or stapler

Directions:

1. Decide on a topic. (Suggestions will be given by the teacher.)
2. Draw the shapes on the cardboard pieces. The shapes should all be about the same size. Measure them with a ruler. About 4" by 6" or smaller is fine.
3. Cut out the shapes and color them on both sides.
4. Tape or staple a piece of string to each shape.
5. Tie each string to the hanger. Be sure to balance them so the hanger will hang evenly.





PART 4

PARACHUTE

Explain to the class what a parachute is, and how parachutes save the lives of fliers when their planes are disabled.

Explain that the air around us is not just "nothing," but something that can actually hold up a parachute and slow its descent to earth.

A. Description:

By reading and following the directions, the student will be able to make a parachute.

B. Student Objectives:

Make a very satisfying construction that really works.

Learn that air is a real thing that can resist the fall of an object.

PARACHUTE

You will need:

a thin sheet of paper measuring about 16" by 16"

4 pieces of thread or string, each 16 inches long

a cork and a thumb tack (or invent your own weight)

some tape

Directions:

1. Fasten one piece of string or thread to each corner of the paper with tape.
2. Tie the four free ends of string together in a knot.
3. Tack this knot to the cork with a thumbtack.
4. Drop the parachute from a high place and watch it float to the ground.
5. Try weighting it with different objects and see if some make it fall faster.
6. Try an experiment. With one hand drop a plain cork, and with the other (at the same time) drop the cork-parachute. Which hits the ground first? Can you explain why?

PART 4

PLANTING TIME

Explain to the students that the fruits and vegetables we eat all grow on plants. Plants produce *seeds,* which, when planted, will grow into new plants. Beans are the seeds made by bean plants. Green beans are the young seeds in the seed case. Dry beans are the mature seeds which are capable of making new plants.

A. Description:

Students will plant beans (or any other fast-growing seed available) and measure the growth of the bean plants. A log must be kept for a month in order for the student to gain credit for independent work.

Do not use ordinary purchased dry beans, as they are very likely to have been treated to prevent insect damage, and they will not germinate. Buy a package of bean seeds instead.

The planting soil should be ordinary garden soil lightened up a bit with some peat moss or other organic matter, as otherwise it may get too dense under the conditions described.

The growing plants need the sunniest spot available. The pots should be turned from time to time to keep the plants growing straight.

At the end of the period, the student may either knock the plants out of the pot (or cut away the milk carton) so the class can examine the roots, or if the season is right, may take the pot home, knock the plants out, and plant the ball of dirt and roots in a sunny spot at home.

B. Student Objectives:

Learn that plants produce flowers, that flowers make seeds, and that seeds can make new plants.

Learn about the bean – the seed of the bean plant.

Know what is required for a seed to sprout – warmth, darkness, and moisture (but not 100% wetness).

Enjoy the feeling of accomplishment in producing a growing plant from a dead-looking seed.

Persist in a project for a time when the early interest has probably waned.

Measure fractions on a ruler.

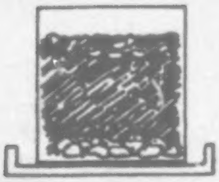
PLANTING TIME

You will need:

- a container (old flower pot, or half of a quart-size milk carton with a few small holes punched in the bottom)
- some small stones
- soil for planting
- beans or other seeds to plant
- a flat stick about 10 inches long

Directions:

1. Place a few stones in the bottom of the container and fill with soil. Press the soil down lightly. The soil should be about ¾ inch from the top of the container after it has been pressed down.
2. Place 3 or 4 beans on the soil around the center. Press them down about ½ inch and cover them up. (If smaller seeds are used, cover them with less soil.)
3. Starting 2 inches from one end, mark the stick like a ruler (each ¼ inch). Put the stick into the dirt at the edge of the pot, with the unmarked part in the dirt. Now you have a ruler with the zero mark at the dirt line.
4. Put the pot in a sunny spot and water when the top of the soil feels dry, but don't drown the seeds!
5. As the seeds sprout, measure the tallest plant every day for a whole month. When measuring, get the top of the plant at your eye level. Keep a record of the height of this plant to the nearest ¼ inch.



PART 4

CLAY (and PLAY DOUGH)

A. Description:

Students can practice liquid and dry measurement by reading simple directions and following them. When the clay is made, it can be shaped into shapes of items in the basic-four food groups or into shapes of objects from the unit being studied. If PLAY DOUGH is used, it can be saved from day to day in plastic bags.

B. Student Objectives:

Measure ingredients accurately.

Follow detailed instructions.

Reinforce subject matter being studied.

CLAY (and PLAY DOUGH)

You will need:

- flour
- salt
- water (for clay)
- cooking oil (for play dough)
- food coloring (for play dough or clay)
- measuring cups

Directions:

Blend 1 cup of flour, 1 cup of salt, and a few drops of cold water in a mixing bowl. Keep kneading with hands and adding drops of water until clay is firm but workable.

For play dough, increase the amount of flour to 2 cups. Instead of water, just add ¼ cup cooking oil to the flour and salt.

Add food coloring if you want.

Shape into forms as teacher suggests.

PART 4

JELLO

A. Description:

Making Jello is great for reading directions, measuring, and creating something to be eaten with no cooking, except to boil water.

You may have the students follow the directions as given on the next page, or you may have them read the directions right from the purchased box.

After the cooking, discuss with the students:

1. Which will heat faster – a pot full of water or a pot with just a small amount of water?
2. Which will cool faster – a large bowl of Jello, or a small dish of Jello?
3. The implications of the above for conserving energy – gas or electricity.

B. Student Objectives:

Follow directions carefully.

Measure accurately.

Enjoy a simple and satisfactory cooking experience.

Know that heating and cooling by gas and electricity take energy, and know that smaller amounts of substances take less energy than larger amounts.

JELLO

You will need:

- a bowl or dishes for the Jello
- a 3 oz. package of Jello mix
- a glass measuring cup
- a spoon for stirring

Directions:

1. Put some water on to boil. Use highest heat on the range.
2. Pour the Jello mix into a bowl.
3. When the water boils, carefully pour it into the measuring cup. You need 1 cup of hot water.
4. Add the hot water to the Jello mix and stir as you pour the water.
5. When all of the Jello is dissolved, add 1 cup of very cold water and stir again.
6. Put the bowl into the refrigerator until it is hard.
7. If you prefer, pour the Jello liquid into small dishes.

Which will "set" faster – the Jello in the bowl or the Jello in the small dishes?

PART 4

LEMONADE

A. Description:

Students must follow the directions and measure correctly to produce the finished result. This could be done at home and the finished product brought to school.

Discuss with the students why the grated rind is boiled in the syrup instead of being simply added to the mixture.

B. Student Objectives:

Follow directions carefully.

Enjoy a satisfying cooking experience.

LEMONADE

You will need:

- 1 cup sugar
- 1 cup cold water
- grated rind of two lemons
- juice of 4 or 5 lemons
- 1 quart cold water
- a saucepan

Directions:

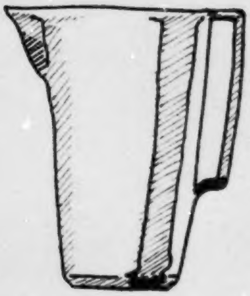
Mix the first three ingredients in a saucepan and stir over low heat until the sugar has dissolved.

Boil about 5 minutes.

Take the syrup off the stove. Let it cool.

Add the quart of cold water and the lemon juice.

This makes 7 to 8 servings. If you like the lemonade sweeter, use less lemon juice.



ANSWER SHEETS

Name *Answer Sheet*

ADD–A–WORD

Directions:

Add a word to each group of words. The word must fit into the group, because they are all alike in some way.

Sample: lake pool pond river ______

Answers may be: stream, puddle, ocean or any other body of water.

1.	salt	pepper	nutmeg	sugar	*cinnamon (flavoring)*
2.	orange	apple	pear	peach	*banana (fruit)*
3.	liver	lamb	beef	veal	*pork (meat)*
4.	scoop	fork	tongs	ladle	*spoon (serving utensil)*
5.	peeler	measuring spoon	grater	strainer	*corer (preparation utensil)*
6.	corn	peas	carrots	potatoes	*spinach (vegetable)*
7.	cake	pie	ice cream	chocolate	*sherbet (dessert)*
8.	milk	juice	milkshake	lemonade	*soda (beverage)*
9.	table	taffy	tomato	tea	*tangerine ("t" word)*
10.	head lettuce	endive	escarole	romaine	*leaf lettuce (salad green)*

Name *Answer Sheet*

FILING FUN

Directions:

Put each list of words into alphabetical order. In some rows you need to look at only the first letter, but in other rows you must look at more than one letter. Good luck!

tub	*any*	atlas	*about*	helong	*beach*
any	*boy*	admit	*acorn*	beside	*become*
sail	*fence*	about	*admit*	beach	*beg*
man	*gate*	angry	*amber*	begin	*begin*
boy	*man*	acorn	*angry*	become	*belong*
win	*rain*	arch	*arch*	bent	*bent*
gate	*sail*	amber	*ask*	berg	*berg*
fence	*tub*	awake	*atlas*	better	*beside*
rain	*win*	ask	*awake*	beg	*better*

treat	*train*	consult	*condense*	game	*child*
train	*trap*	congress	*congress*	church	*church*
trip	*treasure*	content	*console*	frozen	*fresh*
try	*treat*	condense	*consult*	stove	*frozen*
treasure	*trip*	console	*content*	gift	*game*
trap	*troop*			fresh	*gift*
troop	*truck*			child	*rest*
trundle	*trundle*			rest	*stock*
truck	*try*			stock	*stove*

Name *Answer Sheet*

FIND THE WORD

Directions:

From the list of words at the bottom, see how many words can be found in the puzzle. They may go across or down. Circle the words when you find them.

R	C	E	S	E	A	M	N
T	H	R	E	A	D	A	E
R	A	E	W	K	S	R	E
A	I	P	I	N	K	K	D
C	N	K	N	O	T	S	L
E	S	K	G	U	I	D	E
N	A	P	H	O	O	P	S
B	U	T	T	O	N	A	T

Word List:

chain

mark

needles

guide

thread

pin

seam

sewing

knot

trace

button

hoops

nap

Name *Answer Sheet*

FOLLOWING DIRECTIONS

Directions: Read and follow the directions each time.

On the back of this paper write in a column the names of five desserts.

Cross out the name of the fourth dessert.

Rewrite the remaining names in alphabetical order.

Count the number of e's in the list you have and write down the number.

If there is an e in the last word, cross out the word and substitute any other word that begins with the same letter.

If there is no e in the last word, go back until you come to a word with an e in it. Cross out the word and substitute any other word that begins with the same letter.

Answers will vary

Draw a circle around the third word in this sentence.

Cross out the ~~longest~~ word in this line.

Draw a line through the letter below that comes earliest in the alphabet.

z v s ~~b~~ d g m k

In the second square below write the fifth letter of the word "three".

	e			

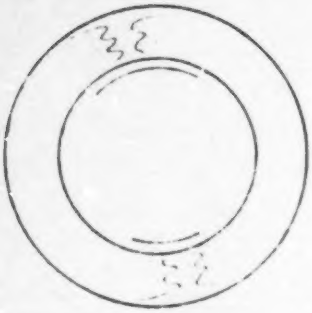
Draw a line under the first letter after h, and draw a line through the second letter after c.

a b c d ~~e~~ f g h i j

Name *Answer Sheet*

MATCH ME!

Butter spreader

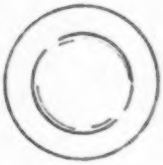


Dinner Plate

Teaspoon

Water Glass

Cup



Bread and Butter Plate

Cereal or Soup Bowl

Juice Glass

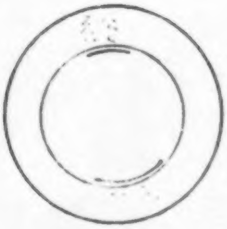
Sherbet Dish

Vegetable or Dessert Dish

Fork

Saucer

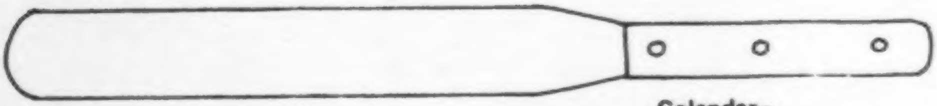
Knife



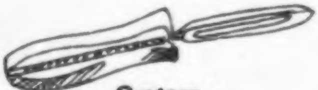
Luncheon Plate

Name *Answer Sheet*

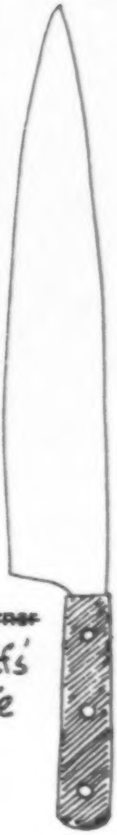
MIXED MATCH



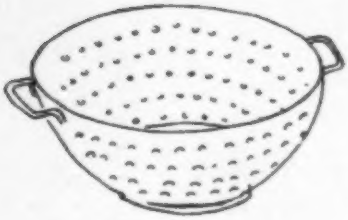
~~Colander~~
Spatula



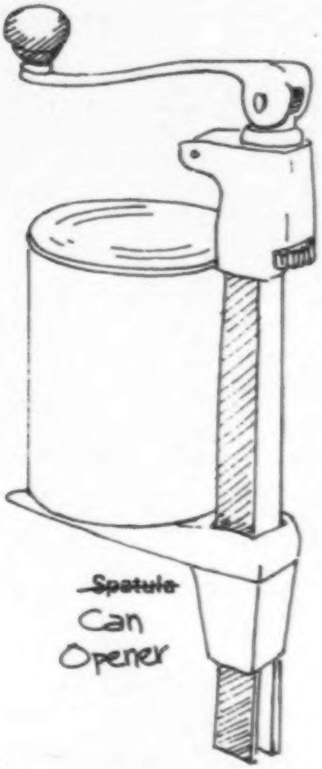
~~Grater~~
Peeler



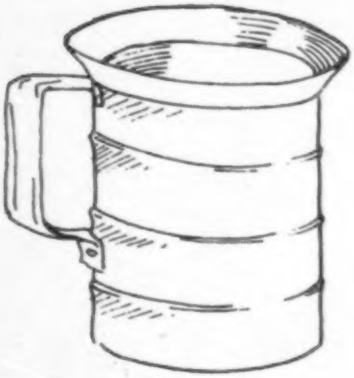
~~Turner~~
Chef's
Knife



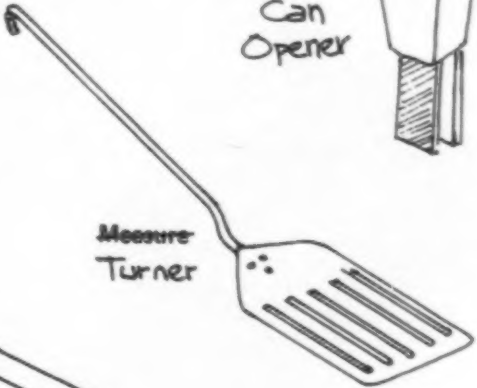
~~Cutting Board~~
Colander



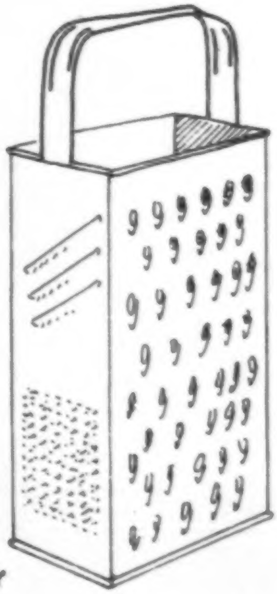
~~Spatula~~
Can
Opener



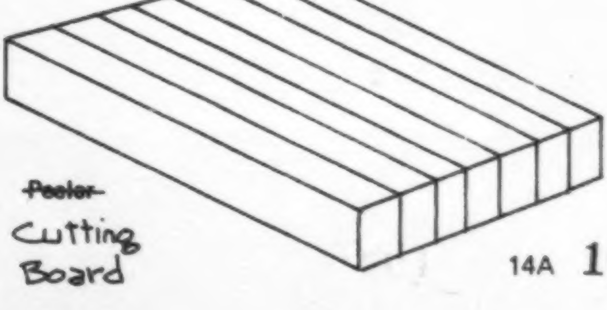
~~Can Opener~~
Measure



~~Measure~~
Turner



~~Chef's Knife~~
Grater



~~Peeler~~
Cutting
Board

Name *Answer Sheet*

OPPOSITES

Directions:

Help me find words that are the opposite of the clue word that I give you. All of these words have something to do with hairdressing. Choose your answers from the word list at the bottom of the page. There are extra words added — so be careful!

1. I am thinking of a word that is the opposite of DRY. *Wet*
2. I am thinking of a word that is the opposite of HOT. *Cold*
3. I am thinking of a word that is the opposite of STRAIGHT. *Curly*
4. I am thinking of a word that is the opposite of SMOOTH. *Tangled*
5. I am thinking of a word that is the opposite of CURLY. *Straight*
6. I am thinking of a word that is the opposite of STRAIGHTENER. *Permanent wave*
7. I am thinking of a word that is the opposite of BLEACH. *Dye*
8. I am thinking of a word that is the opposite of DARKEN. *Lighten*
9. I am thinking of a word that is the opposite of BLONDE. *Brunet*
10. I am thinking of a word that is the opposite of FAIR. *Dark*

Word List

dark
scissor
curly
straightener
straight
cold
dye
tangled
permanent wave
brunet
tweezer
wash
wet
comb
lighten
roller

Name *Answer Sheet*

RHYMES

Directions:

Read the verse below. You must find a word that matches the definition and also rhymes with the last word in the first line – the one that is underlined.

Sample:

A word that rhymes with that
is a pet called a ______

The answer would be "cat".

Study area: HOSPITALITY

1. A word that rhymes with red
   is a place to sleep called a . . . *bed*
2. A word that rhymes with task
   means to question, or to . . . *ask*
3. A word that rhymes with four
   is an opening called a . . . *door*
4. A word that rhymes with should
   is a building material called . . . *wood*
5. A word that rhymes with care
   means to mend, or to . . . *repair*
6. A word that rhymes with keeper
   is a person not awake, a . . . *sleeper*
7. A word that rhymes with feeling
   is the top of the room, the . . . *ceiling*
8. A word that rhymes with willow
   is for your head, a soft . . . *pillow*
9. A word that rhymes with meet
   is a cover for the bed called a . . . *sheet*
10. A word that rhymes with tower
    is a place to get bathed, a . . . *shower*

Name *Answer Sheet*

SCRAMBLED SENTENCES

Directions:

Unscramble these sentences so that they make sense. Write the sentence the correct way right below the one given. Everything on this page has to do with food or food service.

1. bear guest was our a picnic an at uninvited
   A bear was an uninvited guest at our picnic.
2. cake the iced Sally it put and table the on
   Sally iced the cake and put it on the table.
3. liquids eye measure at level
   Measure liquids at eye level.
4. for are plastic ingredients cups dry measuring
   Plastic measuring cups are for dry ingredients.
5. low fry to heat saute over is to
   To saute is to fry over low heat.
6. glass cups liquids for are measuring
   Glass measuring cups are for liquids

Directions:

Number these sentences in the order that you do them.

_*3*_ Put filter unit on coffeepot.

_*4*_ Turn machine on.

_*2*_ Put water into the coffeemaker.

_*1*_ Put coffee into filter unit.

Name *Answer Sheet*

SCRAMBLED WORDS

Directions:

Unscramble the words below to find the real words. The list of words at the bottom of the page will help you. Check them off as you go. Write each correct word in the space near the scrambled word.

Laundry words

lecabh	*bleach*
eshawr	*washer*
poas	*soap*
rerdy	*dryer*
lctoehs	*clothes*
terdetneg	*detergent*
brfaic	*fabric*
tensofer	*softener*
nips	*spin*
clyec	*cycle*
seinr	*rinse*
aold	*load*

load
spin
detergent
cycle

bleach
fabric
washer
rinse

soap
softener
clothes
dryer

Name *Answer Sheet*

SENTENCE DETECTIVE

Directions:

Read the sentence. Write a sentence under the one given to you to tell what might have come before it.

Sample: The cake came out of the oven looking beautiful.

(Answer) Cindy put the cake into the oven and timed it.

1. She took the beaters off the mixer to wash them.

   Nancy beat the eggs until fluffy.

2. She went to the cabinet to get all of the ingredients.

   Barbara first read the recipe.

3. He put out sugar and cream to go with it.

   Dick served coffee with dessert.

4. She wrote "Happy Birthday, Sue" on the cake.

   Mary iced the cake with chocolate icing.

5. Then he added the bowl of wet ingredients to the bowl of dry ingredients.

   Joe mixed the wet ingredients separately.

6. This meant she had to figure out how to double the recipe.

   Jean called and said 8 people were coming instead of 4.

Name *Answer Sheet*

SOUND SEARCH

Directions:

All of this game deals with food. In this game you must listen to the way words sound. In the directions for each puzzle, a clue word is given. Listen to the sound that the word begins with. You must give an answer word that begins with the same sound. Be sure that the answer word also has to do with food.

Sample:

I am searching for a word that begins with the same sound as milk.

Answer could be another food, like melon, or could be something like measure or melt.

1. I am searching for a word that begins with the same sound as "soap." *spice, salt, salad*
2. I am searching for a word that begins with the same sound as "potato." *peeler, punch, plum*
3. I am searching for a word that begins with the same sound as "bottle." *boil, butter, braise*
4. I am searching for a word that begins with the same sound as "taste." *taste, teaspoon, tomato*
5. I am searching for a word that begins with the same sound as "dish." *donut, dinner, dish*
6. I am searching for a word that begins with the same sound as "fish." *fry, filet, funnel*
7. I am searching for a word that begins with the same sound as "jam." *jelly, jar, juice*
8. I am searching for a word that begins with the same sound as "nutmeg." *nuts, noodles, nutrition*
9. I am searching for a word that begins with the same sound as "raisin." *rare, ripe, ring mold*
10. I am searching for a word that begins with the same sound as "ladle." *lemon, lime, lumpy*

Name *Answer Sheet*

SPELLING SEARCH

Directions:

Look at the words in each group. One word is not spelled correctly. When you find the word, cross it out and then spell the word correctly on the line at the end of the row.

Sample: (Sewing)

bobbin thread ~~needel~~ knot *needle*

Sewing

1. ruler guide ~~seem~~ stitch *seam*
2. cut ~~ripp~~ inch dart *rip*
3. yardstick ~~bobbon~~ stitch foot *bobbin*
4. ~~thred~~ embroidery chain seam *thread*
5. machine curve darn ~~nit~~ *knit*

Sewing (Embroidery)

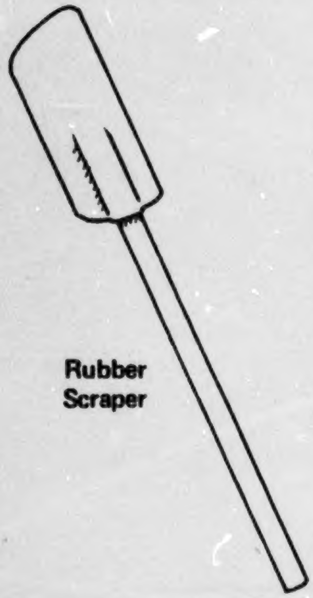
1. chain daisy hemming ~~hupe~~ *hoop*
2. yarn satin sharp simble *thimble*
3. darn straight ~~butten~~ floss *button*
4. sampler decorative ~~sissers~~ colors *scissors*
5. backstitch overcast ~~blindsich~~ hemming *blindstitch*

Sewing (2 words wrong)

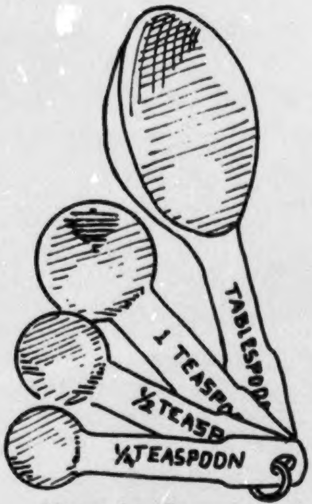
1. feed ~~plait~~ material measure ~~gide~~ *plate* *guide*
2. cotton seam ~~wripped~~ sleeve ~~coller~~ *ripped* *collar*
3. skirt plaid ~~stripped~~ ~~pleet~~ tuck *striped* *pleat*

Name *Answer Sheet*

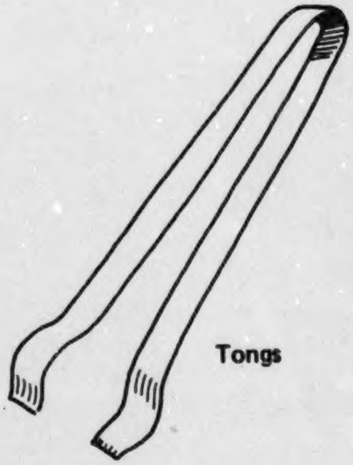
WHAT AM I?



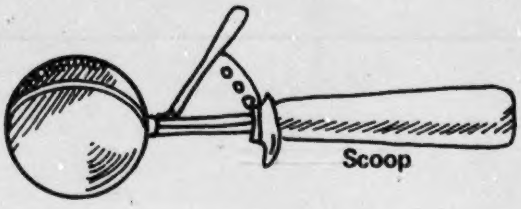
Rubber Scraper



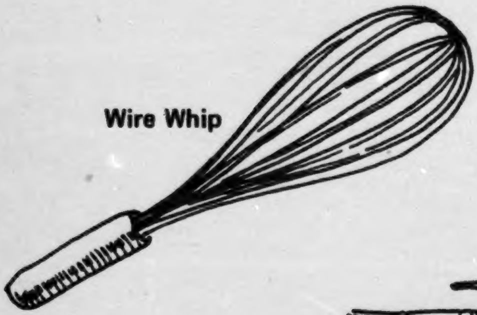
Measuring Spoons



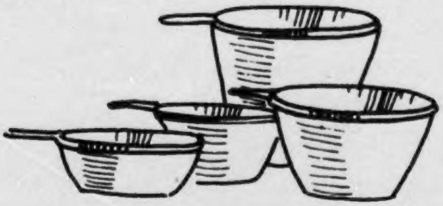
Tongs



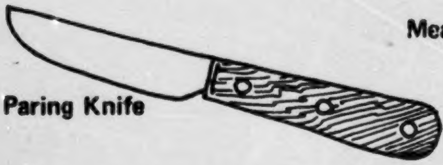
Scoop



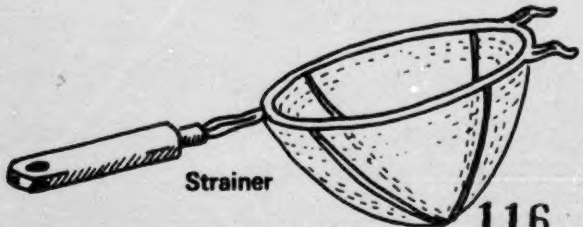
Wire Whip



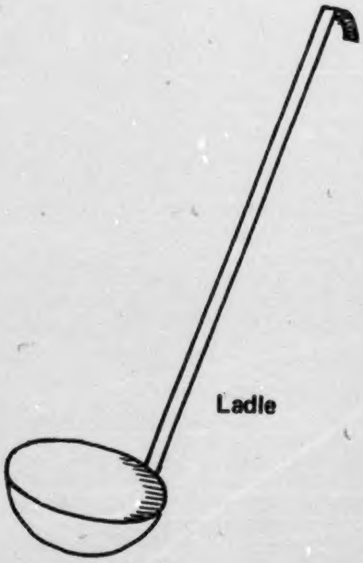
Measuring Cups



Paring Knife



Strainer



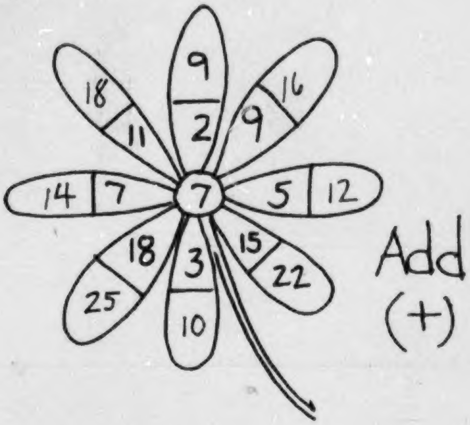
Ladle

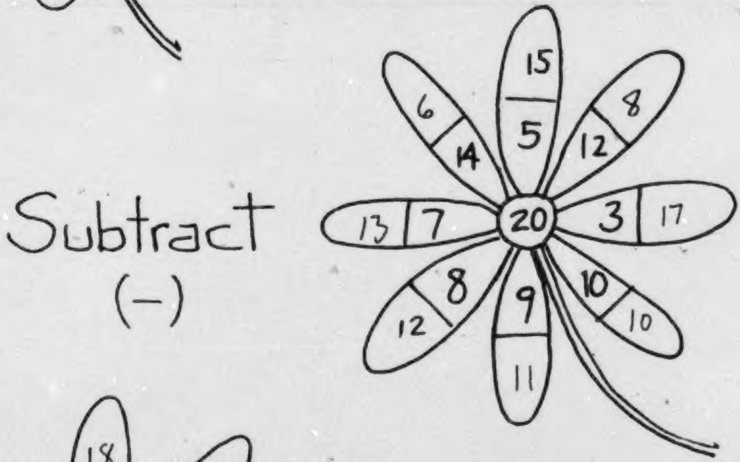
Name *Answer Sheet*

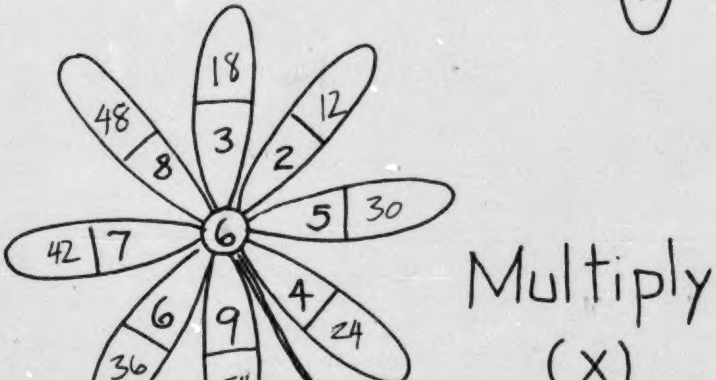
FLOWER MATHEMATICS

Directions:

Look at the flower and the direction given next to it. Starting with the number in the middle, add, subtract, or multiply (whatever the direction says) the number on each petal. Put your answer in the end of each petal. One petal in each flower has been done for you.







Name *Answer Sheet*

SIXTEEN SQUARES

Directions:

The sign will tell you what to do in each puzzle. For the upper puzzle, add the number on the left to each number at the top. One has been done for you.

+	8	9	10	11
3	11	12	13	14
4	12	13	14	15
5	13	14	15	16
6	14	15	16	17

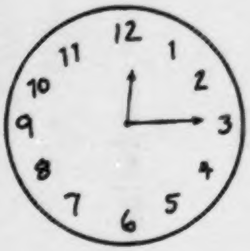
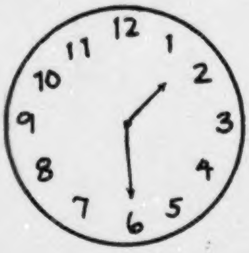
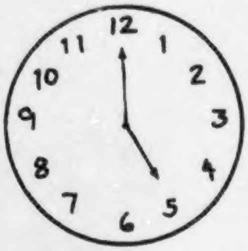
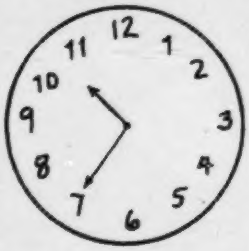
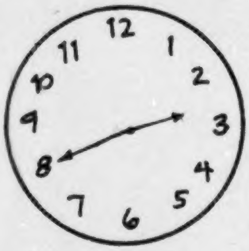
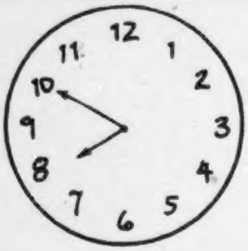
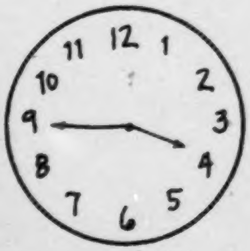
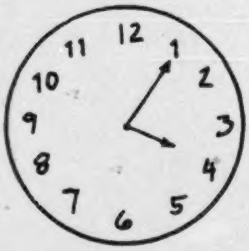
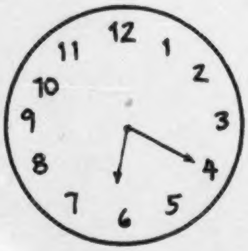
×	2	4	6	8
3	6	12	18	24
5	10	20	30	40
7	14	28	42	56
9	18	36	54	72

Name *Answer Sheet*

WHAT TIME IS IT?

Directions:

Put the hands on the clock to show the time given.

 12:15	 1:30	 5:00
 10:35	 2:40	 7:50
 3:45	 4:05	 6:20

Name ____________________

FOLLOW THE SIGNS

Directions:

Take each number in the first column and go across each row, doing each operation in turn according to what is shown at the top of the column. After all of the blocks are filled in, add each column going down, and get a total answer for each column. Then add those totals across for the final answer. If your final answer does not match the teacher's, check all of your work again!

	x3	+5	–2
3	9	14	12
2	6	11	9
5	15	20	18
8	24	29	27
1	3	8	6

57 + 82 + 72 = 211

Name *Answer Sheet*

READ ME WRITE ME

Directions:

Read the numbers as they are spelled out and write them in the puzzle using numerals.

■	1	2	3	4	5	6	7
8	■	9					
10	11	■	12				
13		14	■	15			
16			17	■	18		
19				20	■	21	
22					23	■	24
25							■

ACROSS

1. Six million, three hundred seventy-two thousand, four hundred sixty-five
8. Four
9. One hundred thousand, twenty-nine
10. Twenty-two
12. Forty thousand, ten
13. Seven hundred forty-four
15. Nine thousand, eighty
16. Eight thousand, four hundred six
18. Five hundred thirty-six
19. Seventy thousand, three hundred seventeen
21. Sixty-six
22. Nine hundred ninety-nine thousand, two hundred thirty-one
24. Six
25. Seven million, two hundred twelve thousand, four hundred eighty

DOWN

1. Six
2. Thirty-one
3. Seven hundred four
4. Two thousand, nine
5. Forty thousand, five
6. Six hundred twenty-one thousand, eight hundred thirty-six
7. Five million, nine hundred thousand, six hundred sixty-six
8. Four million, two hundred seventy-eight thousand, seven hundred ninety-seven
11. Two hundred forty-four thousand, ninety-two
14. Forty thousand, three hundred ninety-one
17. Six thousand, one hundred twenty-two
20. Seven hundred thirty-four
23. Eighteen

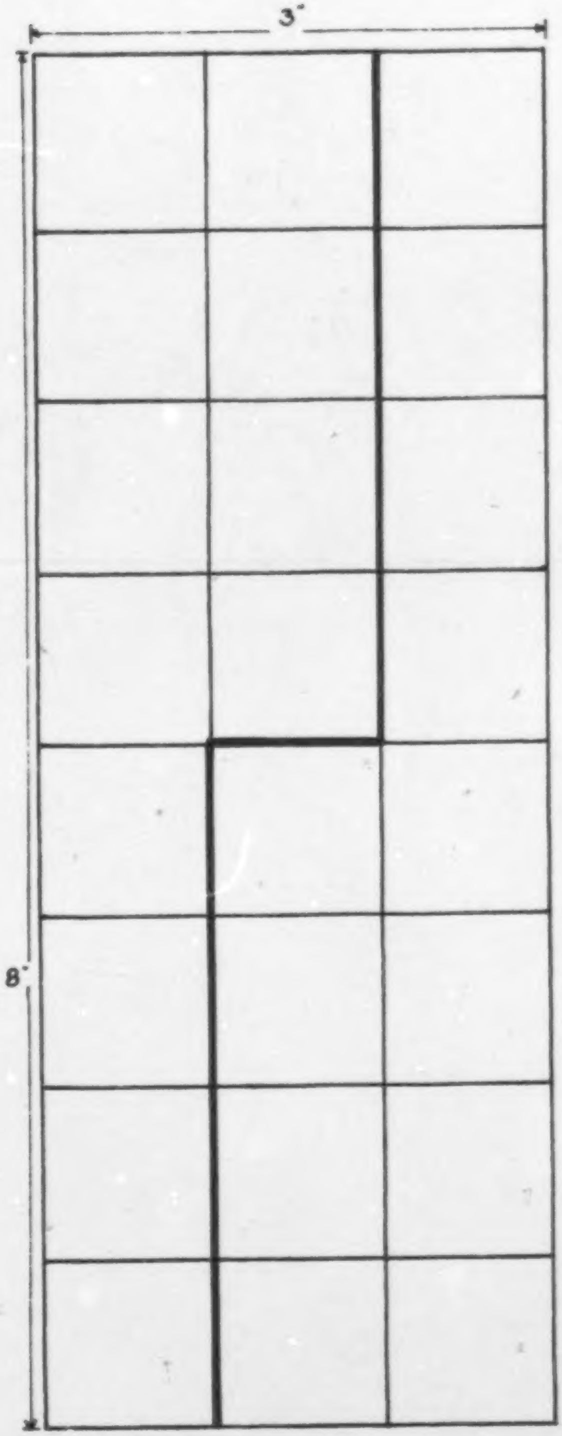
Name *Answer Sheet*

THE RECTANGLE PUZZLE

Directions:

A rectangle is like a stretched-out square. It has four corners like the corners of this page.

Cut the rectangle into two pieces in such a way that, when the pieces are put back together again, they form a rectangle that is 2 inches by 12 inches. Good luck!



Name *Answer Sheet*

WHICH MEASUREMENT?

Directions:

Look at the word list below. Write each of the words in the column that tells how it could be measured. You must think about the item and ask yourself: is it liquid? can it be weighed? or would I use a ruler to measure it?

string
hamburger
water
flour
apples
iced tea
material
yarn
milk
orange juice
carpet
a wall
Kool-Aid
sugar
cereal
soda
doors
windows
raisins
bananas
Hawaiian Punch

Measured by the . . .

Quart or Gallon	Ounce or Pound	Foot or Yard
water	*hamburger*	*string*
iced tea	*flour*	*material*
milk	*apples*	*yarn*
orange juice	*sugar*	*carpet*
Kool-Aid	*cereal*	*a wall*
soda	*raisins*	*doors*
Hawaiian Punch	*bananas*	*windows*

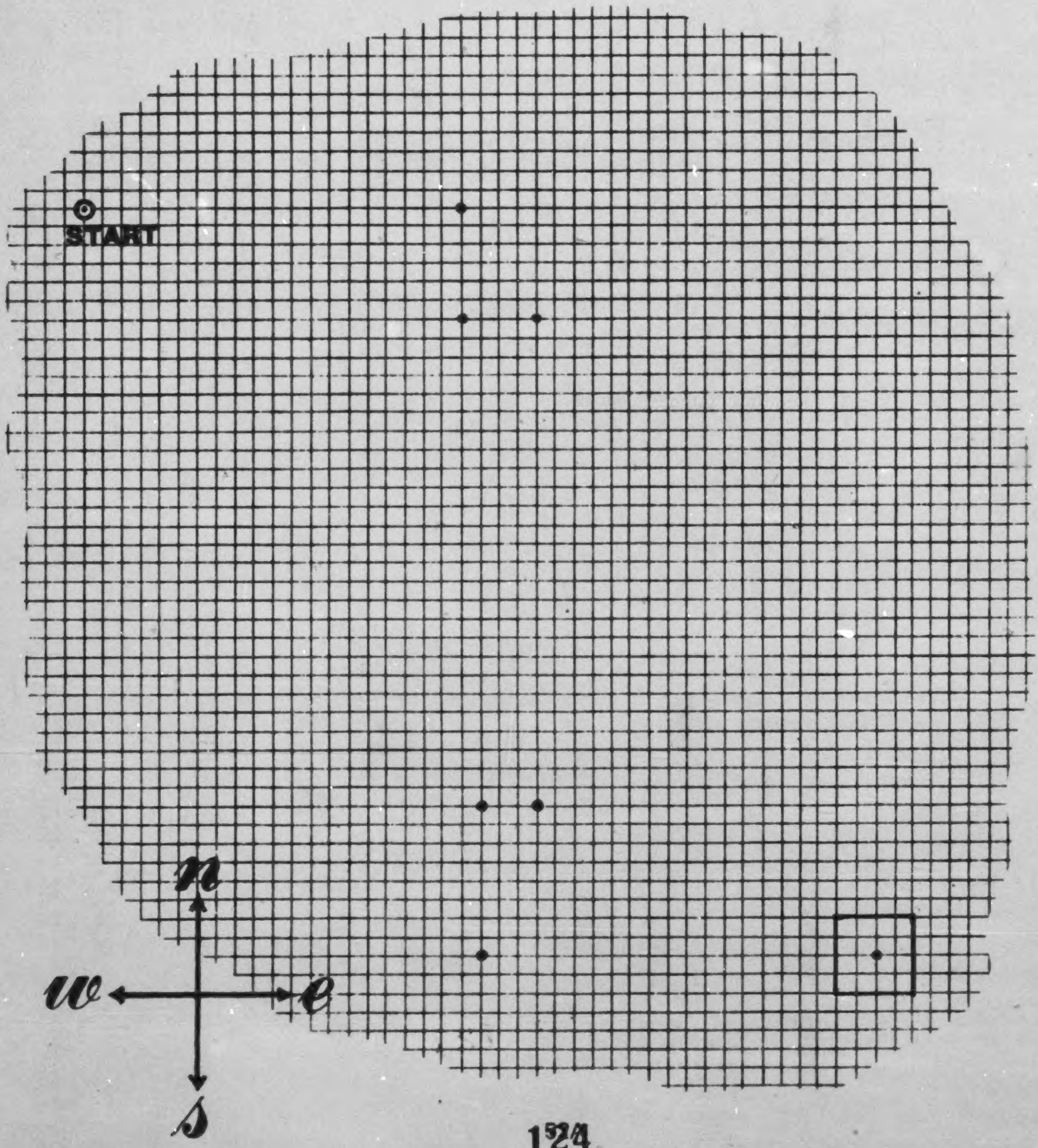
Name *Answer Sheet*

BURIED TREASURE

Directions: (Scale: 1 inch = 1 mile)

Begin where the map says "start." Travel 2½ miles east, and make a dot. Then go ¾ mile south from this dot and make another dot. Continue doing this – next ½ mile east, then 3¼ miles south, then 3/8 mile west, then 1 mile south, then 2 5/8 miles east. When you get to the end, use your last dot as the center of a square that is ½ inch on each side. Cut out the square.

Place your paper over the answer sheet. Did you find the buried treasure? If not, try again.



Name *Answer Sheet*

SOLVE AND DRAW

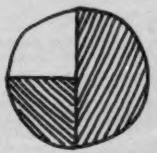
Directions:

Read the problem and solve it. You may use the back of this paper. Show all your work. Then draw a picture to show the answer.

Sample:

Sally has ¼ of a small pie and Ann has ½. How much of the pie do the girls have together?

$\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$



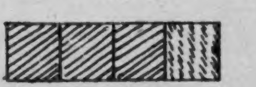
1. The recipe asked for 1/3 cup of sugar and 1/3 cup of flour. If both ingredients were put into one cup at the same time, how full would the cup be?

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

$\frac{2}{3}$ full

2. Pete had eaten 3/4 of the candy bar. Joe ate 1/4 more. How much was left for Sue?

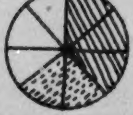
$\frac{3}{4} + \frac{1}{4} = 1$



none

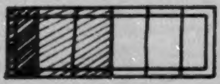
3. Judy ate 3/8 of the cake at lunchtime and Mike ate 2/8 of the cake for dinner. How much of the cake was eaten? How much was left?

$\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$ $\frac{8}{8} - \frac{5}{8} = \frac{3}{8}$



4. Jane broke her candy bar into six equal pieces. She gave one piece to Jill and two pieces to Cathy. How much of the candy bar was left for herself?

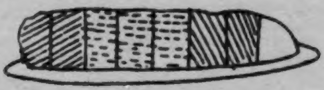
$\frac{1}{6} + \frac{2}{6} = \frac{3}{6}$ $\frac{6}{6} - \frac{3}{6} = \frac{3}{6}$



$\frac{3}{6}$ or $\frac{1}{2}$

5. Betty baked a meatloaf. She sliced it into eight equal pieces. She gave two pieces to Jill, three pieces to Bob, and two pieces to Ted. How much of the meatloaf was left for Betty?

$\frac{2}{8} + \frac{3}{8} + \frac{2}{8} = \frac{7}{8}$



$\frac{8}{8} - \frac{7}{8} = \frac{1}{8}$ left

Name *Answer Sheet*

MATH MATCH

Directions:

Match the correct answer with the problem. Work may be done in the empty spaces of this paper or on the back. The first problem has been done for you. See how the answer has been crossed off.

A

16 + 14	*30*
29 − 13	*16*
$.25 X 9	*$2.25*
57 ÷ 3	*19*
$16.50 X 2	*$33*
$5.50 ÷ 2	*$2.75*

15 X 10	*150*
$1.75 X 3	*$5.25*
200 − 150	*50*
$100 ÷ 4	*$25*
750 + 850	*1600*
$8 X 4	*$32*

B

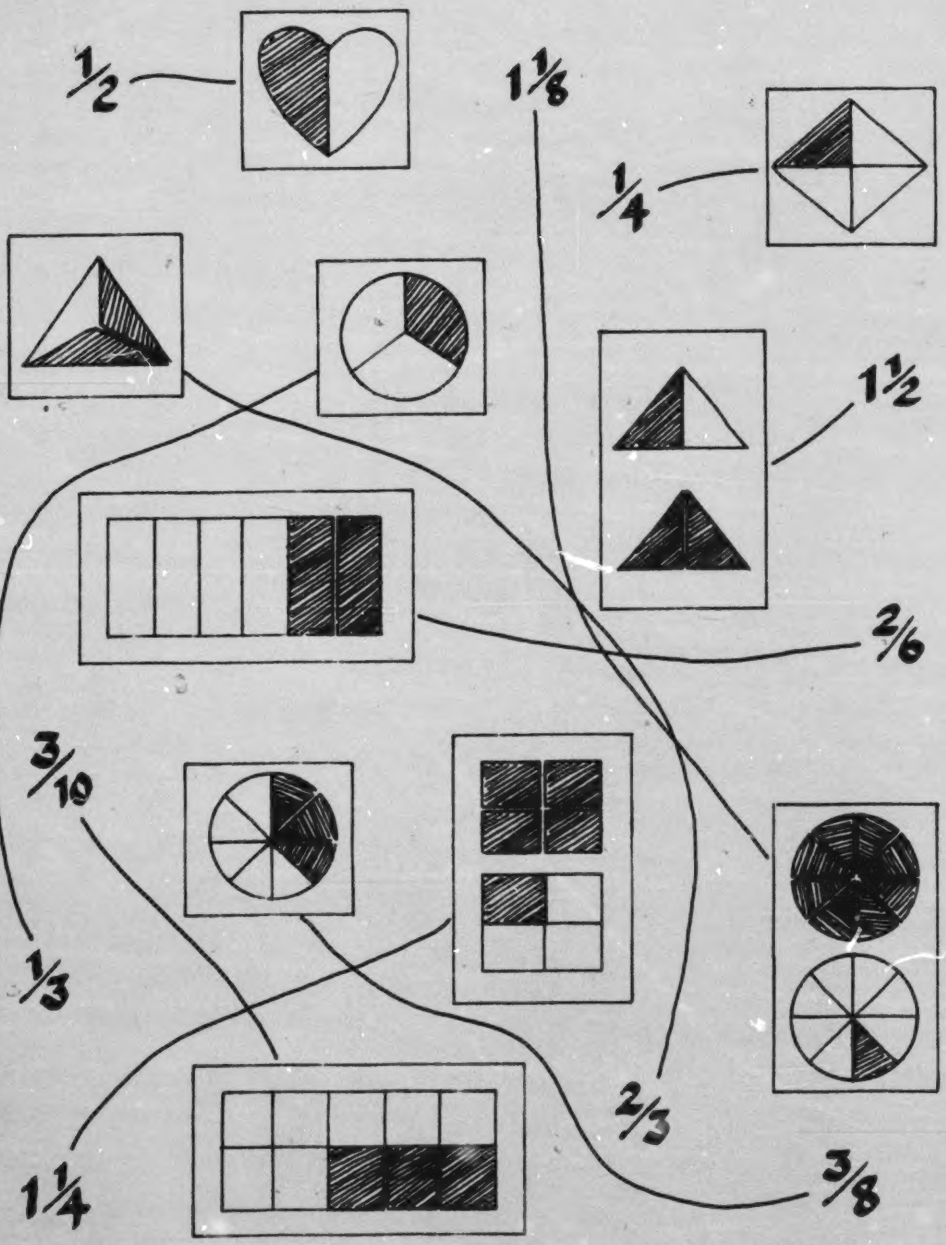
~~$33~~
~~$5.25~~
~~$2.75~~
~~16~~
350
1500
~~19~~
6
~~$25~~
~~30~~
~~$2.25~~
~~$32~~
~~50~~
~~150~~
400
~~1600~~

Name *Answer Sheet*

FRACTION FIND

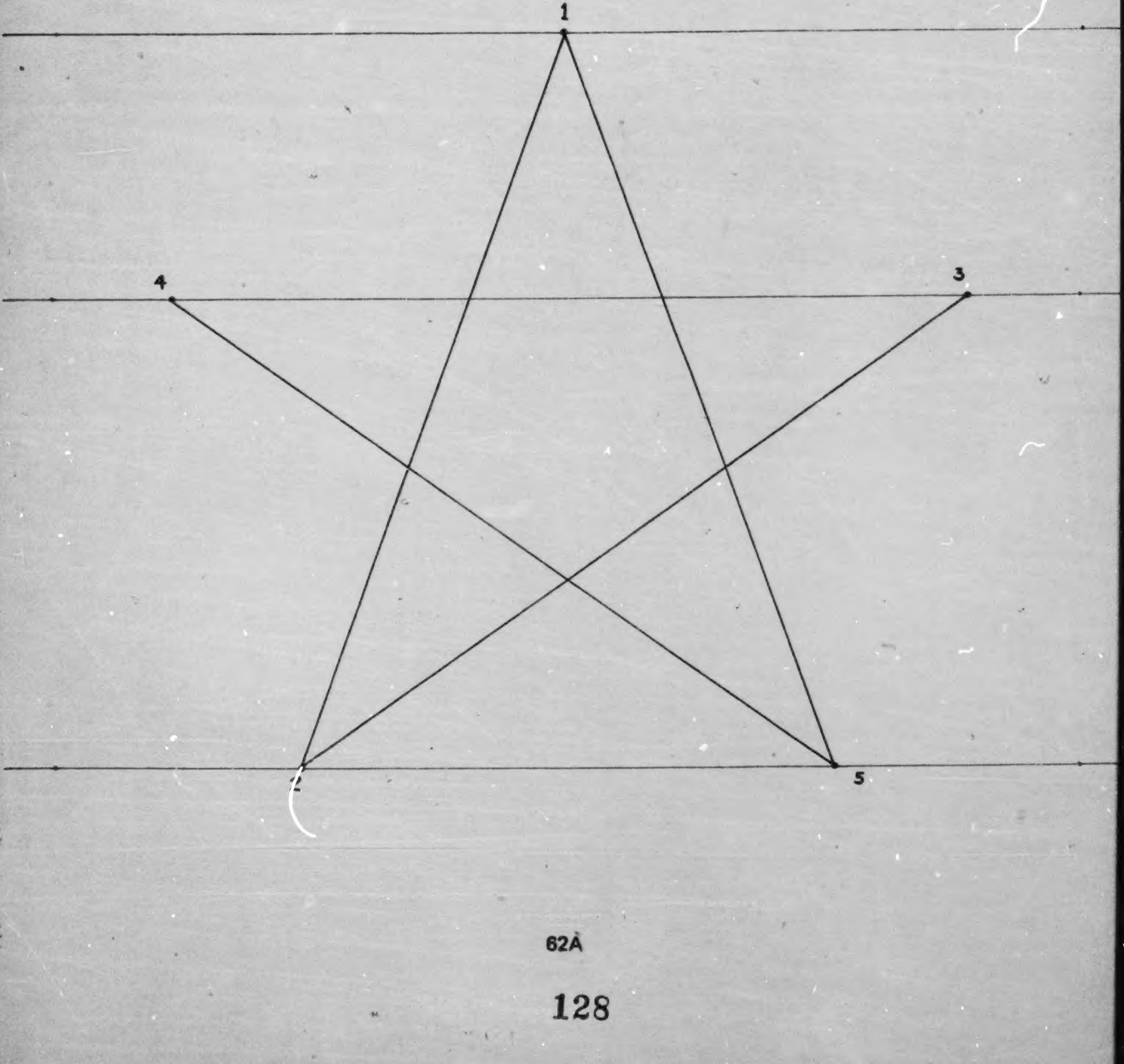
Directions:

Draw a line from the fraction number to the picture that shows the same fraction.



FOLLOW THE DOTS

ANSWER SHEET



62A

Name *Answer Sheet*

CONVERSIONS

Directions:

Double and triple the recipe ingredients in the columns below. You may add or multiply to find the answers.

Ingredients	Double	Triple
2 eggs	*4 eggs*	*6 eggs*
3 c. flour	*6 c.*	*9 c.*
½ c. sugar	*1 c.*	*1½ c.*
¼ t. baking powder	*2/4 = 1/2 t.*	*3/4 t.*
1/8 t. nutmeg	*2/8 = 1/4 t.*	*3/8 t.*
2/3 c. chocolate	*4/3 = 1 1/3 c.*	*6/3 = 2 c.*
1 T. vanilla	*2 T.*	*3 T.*
4 cans milk	*8 cans*	*12 cans*
1½ c. water	*3 c.*	*4½ c.*
1¼ T. food color	*2 2/4 = 2½ T.*	*3¾ T.*
4 servings	*8* servings	*12* servings